

Cheadle Primary School

HISTORY POLICY

Rationale

History forms part of the foundation subjects in the National Curriculum.

History influences and affects all aspects of our daily lives and therefore must form an important role within the primary curriculum.

The study of History enables the development of pupils in a variety of ways. It helps children to become aware of the past and how this relates to them.

It gives them a sense of identity in relation to other communities, cultures and political and social groups to which they belong and an awareness of the experiences of others. The learning of History introduces children to an understanding of change within our country and the wider world and its causes and effects. History is about investigating, evaluating, analysing and interpreting different forms of evidence. Through this, children will develop and gain an ability to view information from different angles. History is also an ideal vehicle for cross curricular activities, as the skills and knowledge which are utilised in History supplement many objectives found in the Core subjects and other foundation subjects.

Aims

The aims of our primary history are to excite and captivate children's interest in the past and how events have influenced our lives today. We aim to build upon the children's ability, enabling our pupils with historical skills of interpreting, investigating, analysing and communication of historical data. We further hope to encourage, assist and improve positive and informed attitudes towards historical enquiry in order to enhance the children's perception and responsibility for our society in the future.

Objectives

1. To ensure that the teaching and learning of History at Cheadle Primary School is consistent throughout Key Stages One and Two. This will ensure the development of historical understanding, skills and knowledge.
2. To help our pupils to develop a sense of chronology.
3. To gain an understanding of change and continuity over time, causes and consequences and the main characteristics of a wide range of historical events and periods of time.
4. To develop different skills and have a broadening viewpoint when investigating historical evidence, sources and information.
5. To have some understanding of changes that have occurred during their lifetime, during the lifetimes of others around them and beyond living memory.
6. Through the study of History, skills of enquiry, research, organisation and communication should develop.

7. To be able to locate, access, and use different kinds of research material including the use of ICT.
8. To appreciate an understanding of the diversity of society, including political, economic, technological, scientific, social, religious, cultural and aesthetic historical perspectives with links between the History of Great Britain, Europe and the Wider World.
9. To gain knowledge, skills and comprehension relevant for life, relating to other themes found in other curricular areas.

Safety ~ Risk Assessment

During the teaching of History, it is usual to take pupils off the school premises. Teachers should ensure that a risk assessment form has been completed and the relevant permission slip has been signed and returned to school. All groups of pupils will be under appropriate adult supervision.

Classroom Organisation

We aim to ensure that all pupils receive access to the programmes of History delivered through enquiry, themes and topics. This may be taught weekly or in half term blocks usually alternating with geography. If the latter applies, staff should plan to ensure that the two subjects receive equal weighting.

Pupils should experience a wide variety of styles and approaches to teaching and learning. Lessons should be appropriately differentiated to meet the needs of all pupils in the class. In order to provide pupils with the necessary knowledge, understanding and skills of historical enquiry we must provide experiences where the pupils have opportunities to:-

- Access to a range of artefacts and evidence that they can investigate.
- Work individually, in pairs, groups and as a whole class.
- Take part in visits to locations where evidence and information can be sort first hand.
- discuss their knowledge with others
- Undertake activities where pupils participate in role-play and drama, engage in informed discussions and active debates.
- Use ICT to enhance historical enquiry (the Internet, digital camera, tape recorders, DVD and CD-ROMS etc).
- Welcome visitors to the school who have knowledge and views that can enhance the children's understanding.

Pupils should be challenged and stimulated by classroom activities which will further their learning and understanding of History and how it relates to themselves. The teacher should create, through class displays, an interesting learning environment. This initially may act as a starting point for the topic and then be developed to include the work of the children. All pupils should feel valued in the contributions they make, to ensure that further learning and understanding takes place.

Resources

Class teachers hold relevant resources for each year group. Other general resources are stored centrally in the staff room on the shelves labelled History. QLS at Stafford also hold an excellent range of resources, which can be ordered and borrowed. Extra resources are available on the Internet and in the shared resources section of the Interactive White Board.

The Role of the Co-ordinator

The history co-ordinator is responsible for providing a suitable scheme of work to meet the needs of the pupils in the school. Through the yearly budget, the co-ordinator is also responsible for ensuring the history scheme has adequate resources. In addition they will monitor the pupils' work and visit a range of lessons across the Key Stages as part of the school's rolling programme of monitoring.

The Role of the Class Teacher

The class teacher has an important role in improving standards and ensuring development within the history curriculum. They will ensure planning and delivery of the scheme of work for their year group, to ensure continuity and progression throughout the school. They will challenge all pupils through activities, teaching strategies and the resources chosen to deliver the scheme of work.

Planning

Currently, planning is undertaken by each year group following guidance set out in the schemes of work, with reference to the Programmes of Study for History from the National Curriculum (2000). Medium term plans are written half-termly by each year group and contain differentiated activities, resources and assessment opportunities. The History curriculum will be reviewed throughout the year and from September 2014 the new primary history curriculum will be taught across Key Stage one and two.

Assessment

Assessment of work can be undertaken in a formal and informal manner. It can take the form of:-

- Observations during group or independent activities
- Written work marked against the lesson objective using the whole school A,W,N system.

It informs our future planning and also helps to give feedback to pupils about their progress in History.

Record Keeping

At Key Stage One, pupils complete their written work in History folders or exercise books. At Key Stage Two, the pupils carry out their work in A4 exercise books. At times, some work may be completed for classroom displays.

Teachers may also take copies of examples of work, which they believe to be of a high standard of work for a particular child. Such copies will be stored in the Assessment

Folders as a record of their achievement. At the end of each academic year, the folder is passed to the next class teacher.

Evaluation

Each year the planning and work undertaken is evaluated and adjusted to meet the needs of the children and ensure progression in the subject.

Inclusion/Special Needs

Teaching and learning is an inclusive approach and dyslexia friendly teaching and learning styles are taking place. We aim to meet the needs of all our pupils by providing tasks, which are differentiated. The way in which activities are differentiated will vary either by task, outcome, or the amount of adult support. Extension activities may also be available to stretch and further the learning of the most able.

Equal Opportunities

At Cheadle Primary, we will endeavour to ensure that all pupils are provided with the same learning opportunities. It is necessary and essential to ensure that all resources and information sheets do not provide images or text, which may take the form of stereotypical aspects. We aim to encourage all our pupils to take a balanced view when researching or looking at different kinds of evidence. As a result we strive to bring about positive attitudes and values towards understanding others.