

Cheadle Primary School

HISTORY POLICY

Rationale

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

History influences and effects 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, in groups of mixed abilities and as a whole class
- Take part in visits to historical locations, where evidence and information can be sought 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
- 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.

Cross curricular Links

Whenever possible and appropriate, cross curricular links should be identified in the teaching of History.

English

History contributes significantly to the teaching of English in our school by actively promoting the skills of reading, writing, speaking and listening. Some of the texts that we use in English are historical in nature. Children develop oracy through discussing historical questions or presenting their findings to the rest of the class. Children's speaking and listening skills are enhanced through the use of drama and role play within History lessons. They develop their writing ability by composing reports, diary entries and letters.

Mathematics

The teaching of History contributes to children's mathematical understanding in a variety of ways. Children learn to use numbers when developing a sense of chronology through activities such as creating time-lines and through sequencing events in their own lives. Children learn to interpret information presented in graphical or diagrammatic form.

Personal, Social and Health Education (PSHE) and Citizenship

History contributes significantly to the teaching of personal, social and health education and citizenship. Children develop self-confidence by having opportunities to explain their views on a number of social questions, such as how society should respond to poverty and homelessness. They discover how to be active citizens in a democratic society by learning how laws are made and changed, and they learn how to recognise and challenge stereotypes, and to appreciate that racism is a harmful aspect of society. They learn how society is made up of people from different cultures and they start to develop tolerance and respect for others.

Spiritual, Moral, Social and Cultural Development

In our teaching of History we contribute where possible to the children's spiritual development. We also provide children with the opportunity to discuss moral questions, or what is right and wrong through various historical topics. The History curriculum enables children to understand that Britain's rich cultural heritage can be further enriched by the multi-cultural British society of today.

History and ICT

Information and Communication technology enhances our teaching of History, wherever appropriate, in all key stages. The children use ICT in a variety of ways, such as word processing, finding information on the Internet, and presenting information through PowerPoint.

History also helps to develop a range of other skills within pupils, contributing to pupil progress in such areas as literacy, social skills through group work and peer teaching, numeracy. Pupils consider such ideas as fairness and justice through their work in the subject, thereby contributing to the British Values agenda and are encouraged to take a critical approach to topics of discussion, reporting within the newspapers and on television. Pupils are encouraged to form, express and justify their own opinions through the study of History.

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. Library services and local museums also have loan boxes that can be ordered. Extra resources are available online 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. Through monitoring, the coordinator will check for adequate progression of skills and understanding.

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. The class teacher will also explore aspects of British values throughout each of the history topics taught and make links to the values as and when opportunities arise and respond to pupils' comments and questions which occur as teaching unfolds

Planning

Currently, planning is undertaken by each year group following guidance set out in the current National Curriculum (2014) and the school's own curriculum document. Medium term plans are written half-termly by each year group and contain differentiated activities, resources and assessment opportunities.

Assessment for Learning

Children demonstrate their ability in History in a variety of different ways. Younger children might, for example, act out a famous historical event, whilst older pupils may produce a PowerPoint presentation. Teachers will assess children's work by making informal judgements during lessons. On completion of a piece of work, the teacher assesses the work and uses this information to plan for future learning. Written or verbal feedback is given to the child to help guide his or her progress. Older children are encouraged to make judgements about how they can improve their own work. At the end of a whole unit, the teacher makes a summary judgement about the work of each pupil via the school's online tracking system.

Inclusion/Special Needs

Teaching and learning is inclusive and using a dyslexia friendly teaching and learning approach. We aim to meet the needs of all our pupils by providing activities that are differentiated either by task, outcome, flexible grouping or extra 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.