



Mill Lane Primary School

History Policy September 2019

Updated: July 2019
Date adopted by Governors and Staff:
Review Date: July 2021

Rationale

History is about real people who lived, and real events which happened in the past. History is concerned with sequence, time and chronology and is the study of evidence about the past. History fires the children's curiosity about the past in Britain and the wider world. Pupils consider how the past influences the present, what past societies were like, how these societies organised. Children develop a chronological framework for their knowledge of significant events and people. They make cross-curricular links and think about how history has influenced people all over the world. They see the diversity of human experience, and understand more about themselves as individuals and members of society. In history, children find evidence, weigh it up and reach their own conclusions.

Aims

The aims of history are:

- to instil in the children a curiosity and understanding of events, places and people in a variety of times and environments
- to develop an interest in the past and an appreciation of human achievements and aspirations
- to understand the values of our society
- to learn about the major issues and events in the history of our own country and of the world and how these events may have influenced one another
- to develop a knowledge of chronology within which the children can organise their understanding of the past
- to understand how the past was different from the present and that people of other times and places may have had different values and attitudes from ours
- to understand the nature of evidence by emphasising the process of enquiry and by developing the range of skills required to interpret primary and secondary source materials
- to distinguish between historical facts and the interpretation of those facts.

Teaching and Learning

History teaching should allow children to think as historians. To achieve this, emphasis on historical enquiry and analysis is key, allowing children to discover, question, observe and experience history through a variety of learning and teaching styles and settings. These could include:

- visiting sites of historical significance
- inviting visitors to share their first-hand experiences of past events
- story-telling and story-writing
- using film to develop and enhance skills of inference and interpretation
- using artefacts and primary sources to develop and enhance understanding about the life of people in the past
- using reference texts and web-based resources, posters and maps to enhance understanding of historical context and chronology
- undertaking fieldwork by interviewing family and older friends about changes in their own and other people's lives

We recognise that in all classes, children have a wide range of ability in history, and we seek to provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this by:

- setting tasks which are open-ended and can have a variety of responses
- setting tasks of increasing difficulty, some children not completing all tasks
- providing resources of different complexity, depending on the ability of the child
- providing children with opportunities to work independently or collaboratively, to ask as well as answer historical questions
- using teaching assistants, where possible, to support children individually or in groups.

History Curriculum Planning

The children undertake a broad and balanced programme that takes account of abilities, aptitudes and physical, emotional and intellectual development. Through history, the children learn a range of skills, concepts, attitudes and methods of working. At Mill Lane Primary School, the National Curriculum is used as a basis for planning. History coverage is carefully planned to engage and excite all our learners. Our long-term and medium-term plans, map out the skills and themes covered each term for each key stage. These plans define what we will teach, ensure, an appropriate balance and distribution of work across each term and progression throughout the school.

Early Years Foundation Stage

History is taught in Foundation Stage as an integral part of the topic work through child-initiated and adult led activities. The children are given the opportunity to find out about past and present events in their own lives, and those of their families and other people they know. In the Foundation stage, history makes a significant contribution to developing a child's understanding of the world through activities such as looking at pictures of famous people in history or discovering the meaning of new and old in relation to their own lives.

Key Stage 1

Pupils will develop an awareness of the past, using common words and phrases relating to the passing of time. They will be given opportunities to know where the people and events they study fit within a chronological framework and will identify similarities and differences between ways of life in different periods. They use a wide vocabulary of everyday historical terms. They will be encouraged to ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. They will understand some of the ways in which we find out about the past and identify different ways in which it is represented.

Key Stage 2

Pupils will continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They will be encouraged to note connections, contrasts and trends over time and develop the appropriate use of historical terms. They will be given opportunities to regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They will construct informed responses that involve thoughtful selection and organisation of relevant

historical information. They will understand how our knowledge of the past is constructed from a range of sources and can be represented and interpreted in different ways.

Cross-curricular links

Art

History and art can be closely linked in the classroom. Paintings and pictures of different historical periods are an effective and instant way of introducing primary source material to children; they are often information-rich and provide a visual insight into a particular area. Similarly, sculptures, art and craft and artefacts can create an immediate impact. For visual learners, these resources are particularly helpful. Children can also use art to express and present their own views and understanding of particular areas of the history curriculum.

e-Learning

New technologies can enable children to enhance their historical skills in data handling and in presenting written work. E-Learning technology should be used when appropriate and matched to both the level and ability of the children. It should not detract from the geographical content of a lesson. Opportunities for using e-learning tools are identified in the Stockton ICT Scheme of Work. Digital and video cameras enable the children to record and present their work in a variety of multimedia, including slideshows, animations and movies. The Internet can be used to research information, including text, photos and video. It can also enhance learning by the use of applications, such as Google Street View. E-mail and video conferencing can also be used to communicate with pupils and experts from other localities. However, this must only be done in accordance with the school's e-Safety Policy.

Personal, social and health education (PSHE) and citizenship

History contributes significantly to the teaching of PSHE. 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. The history programme of study enables children to understand that Britain's rich cultural heritage can be further enriched by the multi-cultural British society of today.

English

Within the history curriculum, children are given the opportunities to use the skills of reading, writing, speaking and listening to discuss historical questions and present their findings to the rest of the class. Where possible, cross curricular writing is completed. This could include report writing, persuasive writing and writing diaries. Opportunities for drama activities are fostered within the history curriculum. The same

standard of writing is expected in history as in English and when marking work, teachers follow the marking policy.

Maths

Links with maths are made where relevant. These could be using numbers when developing a sense of chronology through doing activities such as timelines; interpreting information presented in graphical or diagrammatic form; and looking at how numbers are used in historical periods e.g. Roman Numerals.

Inclusion

Mill Lane Primary School is committed to inclusion. Our ethos encourages a strong sense of community and belonging and our curriculum is designed to provide opportunities for all our pupils. We believe that everyone should be equally valued in school. We strive to eliminate prejudice and discrimination and to develop a learning environment where all children can flourish and achieve. We aim to provide effective learning opportunities for all pupils based on their cultural, physical and learning needs. Whenever possible curriculum resources should be multicultural and non-sexist, containing positive images of all groups including those with disabilities.

SEN

When progress falls significantly outside the expected range, the child may have special educational needs. Our assessment process looks at a range of factors – classroom organisation, teaching materials, teaching style, and differentiation – so that we can take some additional or different action to enable the child to learn more effectively. Assessments made by teachers using the National Curriculum statements allow us to consider each child's attainment and progress in relation to the expected year group. This helps to ensure that our teaching is matched to the child's needs.

Pupil Premium

Every teacher is aware of the children who receive Pupil Premium funding in their class. We recognise that not all pupils who receive free school meals will be socially disadvantaged. Through all subjects, we seek to ensure that teaching and learning opportunities meet the needs of all of the pupils and appropriate provision is made for pupils who belong to vulnerable groups. This includes ensuring that the needs of Pupil Premium children are adequately catered for and provision is put in place where needed.

More Able/Talented

Children who are more able are identified and teachers provide work to challenge their thinking. Opportunities for wider development are provided wherever possible, for example, extra-curricular clubs and links with local high schools.

Equal Opportunities

It is the responsibility of all teachers to ensure that all pupils, irrespective of gender, ability, including able and gifted children, ethnicity and social circumstance, have access to the curriculum and make the greatest progress possible. The use of differentiation by outcome allows children to respond to the work presented to them at the appropriate level.

Assessment, Recording and Reporting

At Mill Lane Primary School, assessment is an integral part of the teaching process. Assessment is used to inform planning and to facilitate differentiation. The assessment of children's work is on-going to ensure that understanding is being achieved and that progress is being made. Feedback is given to the children as soon as possible, and marking work will be guided by the school's Marking Policy.

All children are encouraged to make judgments about how they can improve their own work through self-evaluation.

Teacher assessment takes place at the end of each unit of work, with a notation against the child's name of Working Towards, Expected or Greater Depth. This description indicates the child's performance against National Curriculum Standards.

Regular assessment is carried out using:

- oral questioning to encourage discussion
- self-evaluation of written work, map/field study work etc.

Teachers analyse pupils' progress in the units of work they have completed at the end of each school year to complete the annual report to parents/guardians.

Subject Leader's Role

Staff meetings and INSET

Staff development in this area of the curriculum is available through LA Courses and meetings with colleagues from other educational establishments. The needs of the school are identified through appraisal, curriculum review, external advice and school development planning. They are prioritised and recorded by the co-ordinator and Head Teacher who will also review the effectiveness of INSET on the teaching and learning. School INSET provides the opportunities to compare developments in this area of the curriculum with other colleagues.

Monitoring

The history subject leader is responsible for monitoring the standard of children's work and for the quality of teaching in line with the school's monitoring cycle. This may be through supporting colleagues in the teaching of history, being informed about current developments in the subject, and providing a strategic lead and direction for history in the school. The subject leader is responsible for monitoring the children's progress in history through gathering and analysing teacher assessments, lesson observations and by completing an annual audit and subsequently creating an action plan to give to the Head Teacher. The history subject leader has allocated time for carrying out the reviewing of teacher's planning, children's work and carrying out lesson observations. Head Teacher. The history subject leader has allocated time for carrying out the reviewing of teacher's planning, children's work and carrying out lesson observations.

Health and Safety

Where children use computers for work in History, the school has an e-safety policy to protect the staff, pupils and the school. Full risk assessments on all aspects of off-site visits are carried out by class teachers to ensure that children, staff and adult helpers are kept safe and secure whilst away from the school environment.

Resources

The resources available include: Cornerstones resources, reference books, textbooks, library loans, teacher prepared materials, pictures, photographs, costumes and

artefacts. Resources are kept in the History resource area and sometimes in classrooms. The subject leader has the responsibility for supplementing resources, as the budget allows, and incorporating resource requirements in the History action plan.

Trips and Visitors

History can be enhanced by inviting special visitors into school or going on curriculum trips to further the children's learning experience.

Trips should be planned well in advance, with careful consideration given to the aims and objectives of the trip and the nature of the activities to be experienced. All visits must be authorised by the Head Teacher. Whenever possible a prior visit should be made by the person organising the trip in order to assess its suitability and to help carry out a risk assessment. A risk assessment must be completed and given to the Head Teacher before every visit. The annual consent form must have been completed and returned for all children going on the visit and parents should be sent details of the trip, including time, place, clothing, lunch arrangements, planned activities and any special arrangements. Please see the School Visits Policy for more comprehensive information.