



Policy for History Statement

The teaching of history has much to contribute to the school's curriculum and to the development of every pupil. Pupils should understand that history is our record of what happened and why. Such history can give pupils a sense of value both about people and things. It can enrich their minds and imagination. History can make a valuable contribution to the development of young pupils because human beings and their activities are its central concerns.

1. Aims and objectives

The aim of history teaching here at Laurel Avenue Community Primary School is to stimulate the pupils' interest and understanding about the life of people who lived in the past. We teach pupils a sense of chronology, and through this, they develop a sense of identity and a cultural understanding based on their historical heritage. Thus, they learn to value their own and other people's cultures in modern multicultural Britain and, by considering how people lived in the past, they are better able to make their own life choices today. In our school history makes a significant contribution to citizenship education by teaching about how Britain developed as a democratic society. We teach pupils to understand how events in the past have influenced our lives today; we also teach them to investigate these past events and, by so doing, to develop the skills of enquiry, analysis, interpretation and problem-solving.

The aims of history in our school are:

- ❖ to foster in pupils an interest in the past and to develop an understanding that enables them to enjoy all that history has to offer;*
- ❖ to enable pupils to know about significant events in British history and to appreciate how things have changed over time;*
- ❖ to develop a sense of chronology;*
- ❖ to know and understand how the British system of democratic government has developed and, in so doing, to contribute to a child's citizenship education;*
- ❖ to understand how Britain is part of a wider European culture and to study some aspects of European history;*
- ❖ to have some knowledge and understanding of historical development in the wider world;*
- ❖ to help pupils understand society and their place within it, so that they develop a sense of their cultural heritage;*
- ❖ to develop in pupils the skills of enquiry, investigation, analysis, evaluation and presentation.*

All pupils at Laurel Avenue are entitled to history education. This will be fulfilled by helping pupils to:

- ❖ develop an understanding and appreciation of human actions and achievement in the historical context*
- ❖ form their own standpoint*
- ❖ acquire knowledge and understanding of historical sources, primary and secondary including visits to historical sites, buildings and museums.*
- ❖ appreciate that there are different versions of the past.*
- ❖ communicate their knowledge and understanding in a variety of forms including structured writing.*

Through the teaching of history our pupils will:

- ❖ learn to appreciate and enjoy history.*
- ❖ learn to recognise the relevance of history to their own lives.*
 - have acquired knowledge and understanding of the history of United Kingdom and the wider world*
 - ❖ be able to apply historical skills to study different kinds of sources*
 - ❖ have the opportunity to analyze evidence and accounts of the past.*

2. Teaching and learning style

History teaching focuses on enabling pupils to think as historians. We place an emphasis on examining historical artefacts and primary sources. In each key stage, we give pupils the opportunity to visit sites of historical significance. We encourage visitors to come into the school and talk about their experiences of events in the past. We recognise and value the importance of stories in history teaching and we regard this as an important way of stimulating interest in the past. We focus on helping pupils understand that historical events can be interpreted in different ways and that they should always ask searching questions, such as 'how do we know?', about information they are given.

We recognise the fact that in all classes, there are pupils of widely-different abilities in history and we seek to provide suitable learning opportunities for all pupils by matching the challenge of the task to the ability of the child.

We achieve this by:

- ❖ setting common tasks which are open-ended and can have a variety of responses;*
- ❖ setting tasks of increasing difficulty.*
- ❖ pupils working in mixed ability groups supported and encouraged by their peers*
- ❖ providing resources of different complexity depending on the ability of the child;*
- ❖ using classroom assistants to support pupils individually or in groups.*

3. History Curriculum Planning

We use the Skills Based Curriculum for history as the basis for our curriculum planning in history. We are using a more creative curriculum and use a topic- based way of working to ensure history is covered in a lively and interesting manner. We ensure that there are opportunities for pupils of all abilities to develop their skills and knowledge in each unit, using the planned progression built into the skills based curriculum so that the pupils are increasingly challenged as they move up through the school.

We carry out curriculum planning in history in three phases (long-term, medium-term and short-term). The long-term plan maps the history topics studied in each term during each key stage and the pupils study history topics in conjunction with other subjects. Some topics have a particular historical focus and in Key Stage 2 we place an increasing emphasis on research and co-operative working. We also give pupils the opportunity to work individually. We teach the knowledge, skills and understanding set out in the National Curriculum through the corresponding programme of study.

As the basis for our medium-term plans we use the Skills Based Curriculum level statements for each term. Because we have mixed-age classes, we carry out the medium-term planning on a two-year rotation cycle. By so doing, we ensure that pupils have complete coverage of the National Curriculum, but do not have to repeat topics.

The class teacher writes an outline for each lesson covering history elements (short-term plans). These list the specific context, learning objectives and pupils' success criteria for each lesson.

The history subject leader examines, advises and reviews these plans on a regular basis.

Foundation Stage

We teach history in Foundation Stage as an integral part of the topic work covered during the year. We relate the history side of the pupils' work to the objectives set out in the Early Learning Goals (ELGs) which underpin the curriculum planning for pupils aged three to five. History makes a significant contribution to the ELG objectives of developing a child's knowledge and understanding of the world through activities such as dressing up in historical costumes, looking at pictures of famous people in history or discovering the meaning of new and old in relation to their own lives.

4. The contribution of History to teaching in other curriculum areas

Literacy

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 the Literacy Hour are historical in nature. Pupils develop their speaking and listening skills through discussing historical questions or presenting their findings to the rest of the class. They

develop their writing ability by composing reports and letters and by imagining themselves as a historical figure or in a historical situation.

Mathematics

History teaching contributes to the teaching of mathematics in a variety of ways. Pupils learn to use numbers when developing a sense of chronology through doing activities such as time-lines. Pupils learn to interpret information presented in graphical or diagrammatic form, for example, they study the impact of the plague by analysing population statistics.

Computing

We use computing in history teaching where appropriate and we meet the statutory requirement for pupils to use ICT as part of their work in history at Key Stage 2. Pupils use ICT in history to enhance their skills in data handling and in presenting written work. They research information using the Internet. Pupils have the opportunity to use the digital cameras to record and use photographic images and they can communicate with other pupils in other schools and countries by using e-mail.

Art

We use works of art and artists of different times to enrich the history curriculum. Pupils can discover a great deal about the past from looking carefully at clues in pictures, photographs and paintings. Pupils can also use artefacts for close observation. On visits, field sketches and drawing from first-hand experience is a valuable skill.

Personal, social and health education (PSHE) and citizenship

History contributes significantly to the teaching of personal, social, citizenship and health education. Pupils 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 recognize 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 start to develop tolerance and respect for others.

Spiritual, moral, social and cultural development

When teaching history, we contribute to the pupils' spiritual development where possible. Pupils learn about the role of the church in Tudor times and they find out how British society has changed over time. The history programme of study enables pupils to understand that Britain's rich cultural heritage can be further enriched by the multi-cultural British society of today.

5. Teaching History to pupils with Special Educational Needs including the More Able

At our school we teach history to all pupils, whatever their ability. History forms part of the school curriculum policy to provide a broad and balanced education to all pupils. Through our history teaching, we provide learning opportunities that enable all pupils to make progress. We do this by setting suitable learning challenges and responding to each child's different needs. Assessment against the National Curriculum allows us to consider each child's attainment and progress against expected levels. When progress falls significantly outside the expected range, we can take some additional or different action to enable the child to learn more effectively. This ensures that our teaching is matched to the child's needs. Assessment against the National Curriculum allows us to consider each child's attainment and progress against expected standards. Pupils who display particular skills within history are identified and listed in the school's 'More Able' register. These pupils are closely tracked and are given opportunities to participate in wider areas of study.

6. Assessment and recording

We assess pupils' work in history by making informal judgements as we observe them during each history lesson. On completion of a piece of work, the teacher marks the work and comments as necessary following the school's marking and feedback policy. Teachers use their judgements of pupils' knowledge and understanding to inform the next steps of their planning (AfL). Teachers record the progress made by pupils against the learning objectives within the Chris Quigley Milestones. Each area of learning is assessed by the teacher at the end of the unit. At the end of each term a judgement is made by teaching staff within each of the three areas of learning, as to whether each child is working at a basic, advancing or deep level. Numerical scores ranging from 1-6 are given, allowing progress as well as attainment to be closely monitored.

At the end of Milestone we make a judgement against the National Curriculum expectations as to whether they have met national expectation, have not met national expectation or have exceeded national expectation. This information is used by the teacher to make an annual assessment of progress for each pupil, as part of the pupils' annual report to parents. This information is also passed on to the next teacher. The geography subject leader monitors standards of pupils' work. This demonstrates what the expected level of achievement is in geography in each year of the school.

7. Resources

There are sufficient resources for all history teaching units in the school. We keep these resources in a central store where there is a box of equipment for each unit of work. The library contains a good supply of topic books to support pupils' individual research. Durham Learning resources topic boxes are also used where available to supplement topics.

8. History events

Assemblies

Cultural weeks

Bright Sparks worked with History Students from Durham University.

Range of educational visits.

9. Monitoring and review

Monitoring of the standards of pupils' work and of the quality of teaching in history is the responsibility of the history subject leader. The work of the history subject leader also involves supporting colleagues in the teaching of history, being informed about current developments in the subject, and providing a strategic lead and direction for the subject in the school. The history subject leader fulfils this role by reviewing samples of pupils' work and monitoring curriculum planning. Displays around the school in classrooms and public areas also provide an opportunity for monitoring.

The history subject leader gives the headteacher an annual report and where appropriate an action plan in which the strengths and weaknesses of the subject are evaluated and areas for further improvement are highlighted in line with the schools improvement plan. A school governor with the responsibility for history provides challenge and monitors teaching and learning through regular meetings with the coordinator.

10. Equal opportunities

The teaching of history is in accordance with the present policy for Equal opportunities, and is an ideal vehicle for delivering the message of equality and diversity.

Signed:

Chair of Learning, Teaching and Achievement Committee

Date:

Signed:

Co-ordinator

Reviewed: April 2018

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