

Atwood Primary School



Policy for History

HISTORY is the written record of the development of human societies.

Aims

Our aims in teaching History are to enable children to

- Learn how people live and think, today and in the past, and how their actions affect, or have affected, our place in society.
- Develop and encourage an awareness and respect for each other, and develop an understanding of each other.
- Develop and encourage an empathy for people of different lifestyles and cultures, and develop an understanding of the contribution of their history to our own.
- Understand the concepts of community, continuity and change, and develop an awareness of responsibility for our environment and how man's actions affect our world.
- Be able to work individually and as part of a group, and so to appreciate the interdependence of individuals, groups and nations.
- Gain in knowledge and develop skills, concepts, values and attitudes that will benefit the individual, and extend into the wider community.
- Develop the skills of observation, enquiry, recording, deduction, interpretation, evaluation, judgement and communication.

Principles of Learning

HISTORY is important because:

- It is a body of knowledge essential to our understanding of the development of the modern world.
- The information handling skills developed through the study of History are life skills.
- Historical awareness facilitates responsible participation in society.

HISTORY is a foundation subject in the National Curriculum. The fundamental skills, knowledge and concepts of the subject are set out in "History in the National Curriculum". Each key stage "Programme of Study" has the following components:

- Chronological understanding.
- Knowledge and understanding of events, people and changes in the past.
- Historical interpretations.
- Historical enquiry.
- Organisation and communication.

Principles for Teaching

The HISTORY CURRICULUM in KS1 and KS2 is organised on a topic basis.

- The emphasis on our teaching of History is on integrated learning, linking the subject with many other areas of the curriculum. Our focus is on topic work which develops a range of study skills allowing children increasingly to take control of their own learning.

- The predominant mode of working in History is by whole class teaching, although co-operative group work and individual work are used where appropriate. Within this structure groups are usually of mixed ability and relevant discussion throughout the class is encouraged.
- There is no specialist teaching in History, it is taught by class teachers.
- Learning Assistants are used in History if available, to assist as appropriate.
- Pupils with special needs may receive extra support in the classroom by use of differentiated tasks and/or help from a non-teaching assistant.
- Homework is used to support History.
- Excellence in History is celebrated in display, presentation and topic folders.
- Equal opportunities are addressed by the whole school policy, but a mutual respect and tolerance for all cultures will be promoted through the study of History.

Principles for ensuring Progress and Continuity

PLANNING in History is a process in which all teachers are involved, wherein the foundation for curricular planning is the School Development Plan. This is developed through a process of collaboration between staff, and approved by Governors.

- Schemes of work for History are developed by the co-ordinator (in collaboration with the whole staff). These are mainly based on the Q.C.A. units from Year 1 upwards. In the Foundation Stage, History is included as part of the topics.
- The schemes of work are integrated into a two year course of topic plans for the KS1, and a four year course for KS2, drawn up by staff working groups and are carefully balanced to ensure full coverage of the National Curriculum.
- Work plans (including detailed lesson plans) are drawn up by individual teachers for each half term in which History is to be taught.
- A yearly staff meeting or individual teacher/co-ordinator meetings are used to discuss the History Curriculum and ensure consistency of approach and standards.

Principles for Assessment

- Feedback to children about their progress in History is achieved through marking and discussion of an individual's work.
- Formative assessment is used to guide the progress of individual pupils. It involves identifying each child's progress in each aspect of the subject, determining what each child has learned and what, therefore, should be the next stage in his/her learning. Formative assessment is mostly carried out informally by teachers in the course of their teaching.
- Summative assessment occurs at the end of each History topic and is recorded formally.

Principles for Recording and Reporting

- Teachers use their own methods of recording pupil progress.
- Reports to parents are done on a termly basis through interview, and annually through a written report.

Principles for the Use of Resources

- Classroom resources in History are kept, clearly labelled, in the classroom.
- Central resources in History are the responsibility of the history co-ordinator, who has a small budget available.
- Visits to historical sites, galleries and museums are an integral part of the Programme of Study and are carefully planned to support classroom activities.
- Visiting speakers and Drama groups are also planned into the topics.
- Information Technology is a major resource used in History.

Amended by KMD October 2006