

Saint Thomas' C of E Primary Academy

In Association with:

Manor Multi-Academy Trust



History Policy

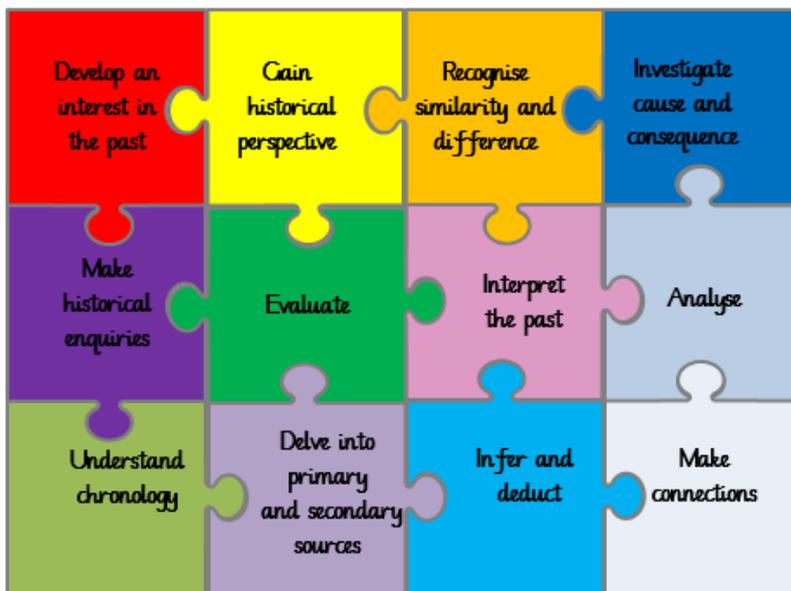
Saint Thomas' C of E Academy

History Policy

INTENT

The aim of History teaching at Saint Thomas' C of E Academy is to stimulate the children's interest and understanding about the life of people who lived in the past. We teach children 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. We teach children 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.

Our history curriculum is designed to allow each pupil to:



So that each pupil:

- can confidently investigate primary and secondary sources to provide rich learning opportunities
- knows and understands how the British system of democratic government has developed
- knows about the lives of significant individuals in the past who have contributed to National and International achievements.
- is provided with a broad and balanced education whatever their ability.
- understands that Britain's rich cultural heritage can be further enriched by the multi-cultural British society of today.
- has access to the full range of activities involved in learning history. Where children are to participate in activities outside the classroom, for example, a visit to an archaeological dig, we carry out a risk assessment prior to the activity, to ensure that the activity is safe and appropriate for all pupils.
- Makes progress in history as we set suitable learning opportunities that respond to each child's different needs.

IMPLEMENTATION

History teaching focuses on enabling children to think as historians. We place an emphasis on examining historical artefacts and primary sources. In each key stage we give children 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 children 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 children of widely-different abilities 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 common tasks which are open-ended and can have a variety of responses;
- setting tasks of increasing difficulty. Not all children complete all tasks;
- grouping children by ability in the room and setting different tasks for each ability group;
- providing resources of different complexity depending on the ability of the child;
- using classroom assistants to support children individually or in groups.

History curriculum planning

We use the national scheme of work for history as the basis for our curriculum planning in history. We ensure that there are opportunities for children of all abilities to develop their skills and knowledge in each unit and we build planned progression into the scheme of work so that the children 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; the history subject leader works this out in conjunction with teaching colleagues in each year group and the children study history topics in conjunction with other subjects, especially at Key Stage 1. Some topics have a particular historical focus and in Key Stage 2 we place an increasing emphasis on independent historical study. 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 national scheme of work which gives details of each unit of work for each term. The history subject leader keeps and reviews these plans on a regular basis. Because we have some mixed-age classes, we carry out the medium-term planning on a two-year rotation cycle. By so doing, we ensure that children have complete coverage of the National Curriculum, but do not have to repeat topics.

The class teacher writes the lesson plans for each history lesson (short-term plans). These plans list the specific learning objectives of each lesson. The class teacher keeps these individual plans, although s/he and the history subject leader often discuss them on an informal basis.

Assessment and recording

We assess children's 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. At the end of a unit of work, the teacher makes a summary judgement about the work of each pupil in relation to National expectation and records the children's grades in a mark book. We use these grades as a basis for assessing the progress of the child and we pass this information on to the next teacher at the end of the year.

The history subject leader keeps samples of children's work in a portfolio. These demonstrate what the expected level of achievement is in history for each age group in the school.

Resources

There are sufficient resources for all history teaching units in the school. We keep these resources in a central store. The library contains a good supply of topic books and software to support children's individual research.

Monitoring and review

Monitoring of the standards of children's work and of the quality of teaching in history is the responsibility of the history subject leader and senior management team of the school. 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 has specially-allocated time in which to fulfil this role by reviewing samples of children's work and visiting classes to observe teaching in the subject. Senior management team will also monitor and review history teaching and learning across the school.

IMPACT- Children's Charter

Through the teaching of the History curriculum, pupils at Saint Thomas' C of E Academy, are enabled to:

- know and understand history as a chronological narrative, from the earliest times.
- understand how people's lives were shaped and how Britain was influenced by the wider world
- understand abstract historical terms such as 'empire', 'civilisation', and 'peasantry'
- understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, Understand how life changed through different periods of time and how new technologies affected everyday life.
- make connections, draw contrasts, analyse trends,
- frame historically-valid questions to lead their own learning.
- create their own structured accounts, including written narratives and analyses
- understand the methods of historical enquiry

Review

This policy will be reviewed annually by staff and governors