

**History Policy for
Hillside Community First School**

Adopted date:	Autumn 2017
Signature of Headteacher:	Jeremy Harrison
Signature of Governing body:	Ben Mason
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Hillside Community First School

Nurture. Aspire. Achieve

History Policy

Document Purpose

This policy reflects the values and philosophy of Hillside Community First School in relation to the teaching and learning of History. It provides a framework within which all teaching and non-teaching staff work, and it gives guidance on planning, teaching and assessment.

The policy is in line with the new National Curriculum guidelines for 2014 and can be used as a springboard to develop the individual teacher's ideas in a personal way within the school's guidelines. This should enable teachers to design a programme of activities that is responsive to their own and children's skills and needs in history at that particular time.

This policy relates to pupils in Key Stage 1 and 2. The children in the Foundation/Reception Year will follow the Early Learning Goals which can be found in the policy for the Foundation Years.

This document is intended for all teaching staff and non-teaching staff, the school Governors, parents, inspection teams and LEA.

Introduction

The aim of history teaching at *Hillside First School* 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. In our school, history makes a significant contribution to citizenship education by teaching about how Britain developed as a democratic society. 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.

The aims of history and how these contribute to the school's aims

The school aims:

- to foster in children an interest in the past and to develop an understanding that enables them to enjoy all that history has to offer;
- to enable children 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 children understand society and their place within it, so that they develop a sense of their cultural heritage;
- to develop in children the skills of enquiry, investigation, analysis, evaluation and presentation.

Strategy for Implementation

Entitlement and Curriculum Provision

During **Key Stage 1** pupils will be taught about the past, using common words and phrases relating to the passing of time. They will learn where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. They will be taught a wide vocabulary of everyday historical terms. Children will 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 study some of the ways in which we find out about the past and identify different ways in which it is represented.

During **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 note connections, contrasts and trends over time and develop the appropriate use of historical terms. They will regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. Children 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.

The curriculum is broad and balanced and ensures that:

- Pupils experience history regularly throughout the academic year.
- There are planned fieldwork activities using the local area *e.g. Stonehenge visit*
- Opportunities for pupils to use ICT are included in medium-term planning for each year group and teachers must cover those which are planned;

Key Stage 1

Pupils should be taught:

- changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life
- events beyond living memory that are significant nationally or globally
- the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods
- significant historical events, people and places in their own locality

Key Stage 2

Pupils should be taught:

- changes in Britain from the Stone Age to the Iron Age
- the Roman Empire and its impact on Britain
- Britain's settlement by Anglo-Saxons and Scots
- the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor
 - a local history study
- a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066
 - the achievements of the earliest civilizations
 - Ancient Greece – a study of Greek life and achievements and their influence on the western world
 - a non-European society that provides contrasts with British history

The school will follow the **2014 National Curriculum** Programmes of Study as set out above.

Teaching and Learning

In line with the school's teaching and learning policy, in history teachers:

- 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.

The Curriculum

Medium-term planning has a clear focus that is based on enquiry. Key questions, which encourage pupils to describe, explain, predict and evaluate, form the main structure of each topic of work.

Most planning focuses on real places and historical issues.

Topics of work contain precise learning objectives and learning outcomes which are related to the programmes of study. They blend historical skills, events and themes together. There are regular opportunities to use a wide range of primary and secondary sources within our topic work.

As a **level 2 Rights Respecting School**, we aim to make sure these rights and responsibilities are imbedded throughout our curriculum. Our historical topics allow for the children to develop an understanding on how these have changed and evolved over time.

Planning highlights the key learning objectives for each lesson, key aspects of history that are revisited/reinforced, and details of pupils' learning needs (e.g. arising from SSPs).

Assessment and Reporting

Teachers assess children's progress in history against the key skills in history. Progress is recorded through the use of '**Pupil Tracker**' which are updated at the end of a history based topic.

Teachers make comments when marking work that encourage children to improve and develop their historical understanding and skills.

Continuity and Progression

Long-term planning ensures that pupils meet new knowledge, gain new understanding and develop new skills appropriately. In addition, it ensures that pupils have sufficient opportunities to revisit this learning from time to time. Long-term planning gradually

extends the content, for example by increasing the number of events and people studied and through increasing depth of study.

Inclusion

No pupils are excluded from history. We ensure that all pupils take part in all trips and that, wherever possible, any individual needs, such as mobility, are tackled in planning. Generally, activities are differentiated in three levels: at a level that all pupils achieve; at a level that most pupils achieve; and at a level that only some achieve. Learning support assistants are closely involved in planning, particularly in relation to those pupils with special educational needs.

Organisation

All classes are mixed ability and are taught by their class teacher. Lessons are planned from the relevant topics of work.

Learning Resources

A central resource is established in which there are a wide range of topic linked primary and secondary sources; videos, CD ROMs and lists of visitors who have, in the past, contributed to units of work.

Some topics of work are assigned a box of resources. Please replace and return these at the end of a topic. All non-fiction is kept in the school library.

Teachers will find it useful to refer to the staff room's PC, where useful websites have been recorded. These are also included in the relevant topic boxes for each unit of work.

Learning Environment

Each classroom should focus on one major display or exhibition of pupils' work each year. Whenever a topic of work is in progress, displays should include information useful to the pupils for their work. The key questions must be displayed alongside appropriate technical vocabulary. We encourage all teachers to display a historical timeline somewhere in their classrooms.

Staffing Issues/Staff Development

The subject leader will attend relevant training in order to keep abreast with developments in the teaching and learning of history. The subject leader maintains a file in the staff library containing useful updates, newsletters and bulletins as well as a folder on the shared school network.

Safe Practice and Out-Of-School Opportunities

All fieldwork within and outside of the school grounds is carried out in compliance with statutory requirements and recommendations laid out in the document "Health and Safety of Pupils on Educational Visits" DfEE 1998. Teachers must also take full account of guidance within "Outdoor Education, Visits and Off-Site Activities" Dorset County Council (May 1999).

Role of Parents and Carers

Parents and carers have an important role to play in helping their pupils learn history, discussing the pupils' experiences in history, linking these to the home and family environment and, where possible, increasing pupils' contact with different places and events.

The Contribution of History to Other Subjects in the Curriculum

Literacy

History contributes significantly to the teaching of literacy in our school by actively promoting the skills of reading, writing, speaking and listening. Some of the texts that we use in Literacy are historical in nature. Children develop oracy 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 through using writing frames.

Numeracy

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

ICT

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

Spiritual Development/RRS

When teaching history, we contribute to the children's spiritual development where possible. Children learn about the role of the church in Victorian times and they find out how British society has changed over time. 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.

Jigsaw

History contributes significantly to the teaching of Jigsaw (*the mindful approach to PSHE is just that: an original and comprehensive scheme of learning which integrates personal, social, health and economic education with emphasis on emotional literacy, mental health and SMSC, especially spiritual development.*) 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 start to develop tolerance and respect for others.

Leadership and Management

Staff Development and Training Opportunities

To develop staff confidence and competence in teaching history:

- Whole-school training needs are identified as a result of the monitoring and evaluation programme;
- Other training needs are identified through induction programmes and performance management review;
- The subject leader will arrange for relevant advice and information from courses to be disseminated and, where appropriate, included in improvement planning;
- Where necessary, the subject leader leads (or arranges) school-based training.

Leadership and Management Roles

The subject leader has the responsibility to take a lead in developing history further across the school within the school's improvement plan; monitoring the effectiveness of teaching and learning; and the use of resources. Teachers and educational support staff can expect informal support from the subject leader, support arising from the school improvement plan and identified in performance management and induction programmes.

How the subject is monitored and evaluated

All teachers are responsible for monitoring standards but the subject leader, under the direction of the Headteacher, takes a lead in this.

Monitoring activities are planned across the year. In summary, these are: annual staff meetings to analyse samples of pupils' history work to evaluate standards (attainment and progress); the subject leader to analyse teachers' weekly planning files once per term to monitor coverage and balance of curriculum planned; subject leader to undertake lesson observations; the subject leader to discuss with named governor the school's planning and developments. The subject leader is to monitor ongoing displays and work in hand in classrooms by termly visits, outside of lesson time; the subject leader to analyse annual teacher assessments; to sample the reliability of these in each class using the school's portfolio once per year; the Headteacher to monitor annual reports to parents.

Teachers' assessments are monitored and moderated by an annual work scrutiny.

Once per year the subject leader provides feedback to staff about the quality of history being taught and uses the history portfolio to lead a discussion on standards being achieved within the subject. The subject leader follows this with an update of their action plan. The action plan should identify plans for the following year, which includes staff development and training activities where appropriate, resource needs and changes to planning.

Review

This policy will be reviewed every two years. The subject leader is responsible for reporting to the governors' curriculum committee about the quality of its implementation and its impact on standards. In the light of this, policy amendments may be made.

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Gary Alford