

Zetland Primary School
History Policy

INTRODUCTION

This policy outlines the teaching, organisation and management of History taught and learnt at Zetland Primary School. History lessons will help pupils gain a coherent knowledge and understanding of Britain's past and that of the wider world. It will inspire pupils' curiosity to know more about the past. Teaching will encourage pupils to ask questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. History helps pupils to understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time.

This policy should be read in conjunction with the Programmes of Study for History in the National Curriculum which set out in detail what pupils will be taught. This policy is intended for all teaching staff.

AIMS

The main aims in History are for children to:

- develop enthusiasm and interest for the subject through well-planned, engaging lessons.
- know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world
- know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind
- gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'
- understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses
- understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed
- gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales

These can be met if we enable children to

- Study everyday life and the culture of people in the past and make

- comparisons
with their own lives and experiences.
- Compare a range of historical events to gain knowledge of change and the evolution of life styles.
 - Understand chronology and the passing of time.
 - Recognise that some things change and others remain the same.
 - Develop awareness that historical events often have more than one cause and consequence.

TEACHING HISTORY

Teaching Time

To provide adequate time for History units are timetabled with a cross-curricular emphasis. This in turn is linked to a two year rolling program of topics in order to facilitate cross curricular teaching. Objectives might be pursued in a History lesson or through other subjects such as Literacy. The aforementioned topic based rolling program is linked to the National Curriculum. Blocks of time (1-1.5 hours/week) are timetabled for each unit in a given year, but teachers might chose to explore a unit in a cross-curricular approach or through an intensive project over several longer sessions.

A typical lesson

The scheme of work gives all essential learning objectives through key questions. Each

topic may be tackled in any order providing that all units for that key stage are covered. Careful consideration has been given to the best time to teach each topic based on wider curriculum coverage. All phases have a rolling two year programme of study for all curriculum subjects shown on a curriculum map.

The study of History gives opportunities for whole class work, small group and individual study. Historical knowledge, skills and vocabulary are reinforced through whole class teaching. Group and individual investigations should be fed back and discussed by the whole class.

Out-of-class work and homework

Many of the topics within the scheme provide opportunities for teachers to set worthwhile tasks that can supplement or be completed outside normal teaching time.

These could be given as homework. These may include:

- Short and focused activities that will be referred to and valued in future lessons.
- Using outside resources as a research tool - local library, museums etc
- Completing questionnaires (e.g. Year 5 – Britain since 1950).
- Visits and visitors

Visits and visitors can be used to enhance children's understanding of each topic throughout the scheme of work. Visits can bring facts to life for most children, and will help them to visualise any areas of study.

Links between History and other subjects

At Zetland our History is delivered in a topic based cross curricular context which helps pupils to see the purpose for their learning in different subject areas. History contributes to many subjects within the primary curriculum and opportunities

will be sought to draw experience out of a wide range of activities, including fieldwork.

This will allow children to begin to appreciate and understand History in real contexts.

SCHOOL AND CLASS ORGANISATION

Planning

Staff currently follow teaching units which are manageable and coherent. Teaching units have been organised to ensure curriculum continuity and progression of children's learning.

Medium and short term planning - Learning objectives and outcomes for each topic, and suggested activities, are planned for each history topic. Enquiry questions are used as a basis to develop understanding.

Each teacher is responsible for their planning. The types of planning are:-

Long term – Deciding the order of units to be taught within the two year rolling program and the specific year.

Medium term - Deciding on the objectives to be taught in a unit and time allocation for each.

Short term - Deciding on how individual objectives will be taught. Applying assessment for learning in order that children understand the specific success criteria for each lesson. Identifying activities and resources required etc.

Planning sets clear learning objectives and child friendly success criteria, thereby ensuring children reach achievable goals. Work is differentiated where necessary and matched to pupils abilities, experience and interests. Planning should ensure progression, continuity and subject coverage throughout the school.

How we cater for pupils who are more able

Where possible more able pupils will be stretched through differentiated group work

and extra challenges. When working with the whole class, teachers will direct some

questions towards the more able to maintain their involvement. Very occasionally special arrangements will be made for exceptionally gifted pupils e.g. they may follow an individualised programme with more challenging problems to tackle.

Teaching Assistants may be used to provide challenge through group work.

How we cater for pupils with particular needs

The lessons suggested in the scheme are appropriate for almost all pupils. Teachers will involve all pupils through differentiation and if necessary. Due to the nature of the subject, some activities will be undertaken in small groups, allowing the teacher to give more help to the children who most need it. Teaching Assistants may be used to provide support where necessary.

How we work in Foundation Stage

The classes are organised to promote social skills and the development of historical language and understanding. Pupils currently follow the Early Years' policy for 'Understanding of the World'.

Assessment and Record Keeping

The assessment of pupil's work within History provides information:

- To communicate achievement to pupils, parents and teachers, (And provide opportunities to celebrate and reflect on this) and to identify areas for further development.
- To help plan for progression and continuity and to inform planning for future work of whole classes and individuals.
- To evaluate the effectiveness of teaching and learning in History.
- To detect or diagnose differences experienced by individual pupils in the subject.

Whilst most assessment will be on going, summative assessments in the form of quizzes and tests are a component of Key Stage 2.

Contexts in which children are given opportunities to achieve include activities resulting in oral or written outcomes, project material, models, practical fieldwork, role-play, ICT work, observations, recall and display work.

Assessment will take place at three connected levels: short-term, medium-term and long-term. These assessments will be used to inform teaching in a continuous cycle of planning, teaching and assessment.

Short-term assessments will be an informal part of every lesson to check pupils' understanding and give information, which will help teachers to adjust day-to-day lesson plans.

Medium-term assessments will take place after the completion of each topic from the Scheme of work.

Long Term Assessments will take place towards the end of the school year to assess and review pupils' progress and attainment. Teachers will draw upon their class record of

attainment against key objectives, supplementary notes and knowledge about their class to produce a summative record. Information will be reported to parents and each child's next teacher.

Equal Opportunities

When History is taught the teacher ensures that children of different genders, race and disabilities are treated equally, with equal access to resources and learning opportunities. Teachers should use range of teaching and learning styles to ensure children are taught in ways suitable to their needs. At times it will be necessary to positively discriminate for pupils with a specific difficulty e.g. sight or hearing impairments, this could be via teacher or teaching assistant support or via modified resources (e.g. large print, coloured acetates, IT programmes etc). For further details please see separate policies for Equal Opportunities, Gender, Race and Disability.

When planning it is important to ensure that there is no bias towards a particular gender, race or social class.

Health and Safety

In their planning of activities, teachers will anticipate likely safety issues. They will also explain the reasons for safety measures and discuss any implications with the children.

Children will always be encouraged to consider safety for themselves, others and the environment and the resources they use. Where deemed necessary (trips off the school grounds etc.) a full risk assessment will be carried out and discussed with the Educational Visits Coordinator (EVC).

Information and Communication Technology

ICT will be used in various ways to support teaching and motivate children's learning.

Children will be given opportunities to demonstrate their ICT knowledge and skills and

apply these in the context of specific Historical settings. ICT includes the computer,

DVDs or videos, Digital camera and audio-visual aids. ICT will be used in History lessons

when it is the most efficient and effective way of meeting the lesson objectives.

The use of ICT can help children's learning in History. It is used to:

- enhance their historical enquiry skills
- assist all aspects of enquiry e.g. data collection, presentation/web site research etc.
- provide a range of information sources to enhance historical knowledge

- support the development of their understanding of historical patterns and processes e.g. simulations, comparisons of past and present
- provide access to images of significant historical items, people and place

Resources

There are a variety of resources currently available within school. These are predominately stored within classrooms as each phase has a rolling programme of study and therefore will return to topics previously covered. There is a selection of history resources available on the cupboards outside the toilet area..

Monitoring and Evaluation

Methods of evaluation will include:

- assessing pupil's work and achievements
- reviewing coverage of Programmes of Study
- analysis of teacher planning
- staff discussion
- external advice.

The History leader will work closely with other members of staff to complete peer observations, in order to monitor the effective planning, delivery and assessment of the school's provision of history. Examples of planning and children's work will be discussed and analysed. Feedback will focus on the effectiveness of the planned work and recommendations made for future improvement

MANAGEMENT OF HISTORY

Role of Subject Leader

- Ensure teachers are familiar with the policy, and aims and objectives of History and help them plan lessons.
- Take an active role in preparing, developing and updating the History policy and scheme of work.
- Keep up to date with current educational ideas and development within the area.
- Attend INSET provided by the LEA.
- Discuss regularly with the Head teacher the progress of implementing the policy in the school.

Role of Head teacher

- To lead, manage and monitor the implementation of this policy, including monitoring teaching plans and the quality of teaching in classrooms.
- Keep the governing body informed about changes to this policy.
- Ensure that History remains a high profile in the school's development work.

This policy is in line with the Child Protection and E-Safety policies.

Reviewed July 2016 by Alexandra Herd