



Glen Hills Primary School

History Policy

AIMS

The study of History is an important element in a child's education because learning about the past helps children to make sense of today's world. In our teaching of history we aim to arouse and develop pupils' interest in the past, to ask questions and find out how to answer them. We aim to help them see how the present is affected by events in the past and to develop their understanding of other cultures. In history, pupils find evidence, weigh it up and reach their own conclusions. To do this they need to be able to research, sift through evidence and argue for their point of view.

At Glen Hills we aim to;

- Promote children's enthusiasm for the study of history in order that their enjoyment enhances their work in the subject.
- Teach the content of the history framework as outlined in the schemes of work.
- Develop an awareness of the past and ways in which it was different to the present.
- Develop children's ability to set the study of the past in a chronological framework, beginning with their own experiences.
- Enable children to understand some of the ways in which we find out about the past.
- Provide first hand experiences wherever possible, eg visits to historical places, re-enactments and artefacts. Use ICT to look at and interpret evidence.
- Have a lasting interest and enjoyment of learning about the past.

OBJECTIVES

- The objectives for each year group can be found in the schemes of work.
- Copies of each year group's schemes of work/ plans can be found in the co-ordinator's file.

NATIONAL CURRICULUM

EARLY YEARS

Early years historical skills develop through the programme of study for 'Understanding of the world' as described in the Foundation stage document (EYFS) which states

"In this area of learning, children are developing the crucial knowledge, skills and understanding that help them to make sense of the world.....this forms the foundation for later work in.....history.

To give all children the best opportunities for developing effectively their knowledge and understanding of the world, practitioners should give particular attention to;

- Activities based on first hand experiences
- Opportunities that help children to become aware of, explore and question issues of differences in gender, ethnicity, language, religion and culture and of special educational needs and disability issues.
- Adult support in helping children communicate and record orally and in other ways.”

It also states that “They will begin to understand the past by examining appropriate artefacts such as toys played with by their parents.”

At Key Stage 1 the programme of study for History consists of three areas of study and 5 key elements.

At Key Stage 2(now including Year 6) the programme of study is made up of the six areas of study and the 5 key elements. The key elements are the same for both key stages:

1. Chronology
2. Range and depth of historical knowledge and understanding
3. Interpretation of history
4. Historical enquiry
5. Organisation and communication

These key elements should be developed through both key stages as appropriate; the National Curriculum states that it is not necessary to develop each element in every area of study or study unit.

These key elements and the areas of study or the study units form the basis of the History curriculum. Together they outline the knowledge, skills and understanding that should be covered during each key stage.

There is just one attainment target containing level descriptions. These descriptions describe the types and range of performance that pupils should demonstrate at each level. Teachers will decide which level best fits an individual pupil.

PROCESS OF TEACHING

History is taught by a variety of methods and during a history topic it is likely that some or all of the following would be used:

- Observing - Reading, looking at pictures and artefacts, television, internet resources, interviewing visitors and listening to music.
- Raising Questions
- Interpreting - Their own and others points of view.
- Communicating - Their findings to others. This could be done orally, in writing or by pictures or by use of Information Technology.

- Recording - Pupil's folder of work.
- Teacher's recording of pupil's work.

A good history topic should

- Stimulate curiosity.
- Relate the past to the present.
- Help develop an understanding of time.
- Develop use of vocabulary to describe the past.
- Introduce pupils to the ways people find out about the past.
- Raise questions as well as answer them.
- Develop skills and understanding as well as knowledge.
- Increase understanding of ourselves and people in the past by learning about how and why things change.
- Make links with work being done in other curriculum areas.

PLANNING

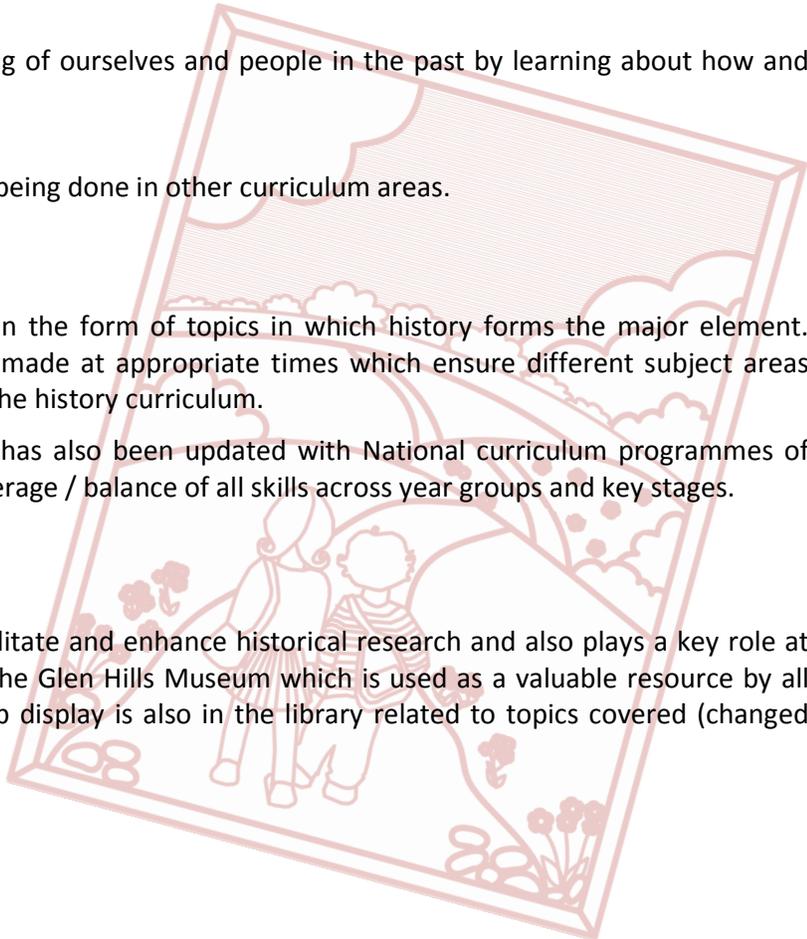
History is mainly taught in the form of topics in which history forms the major element. Cross-curricular links are made at appropriate times which ensure different subject areas are encompassed within the history curriculum.

Cross-curricular planning has also been updated with National curriculum programmes of study to ensure good coverage / balance of all skills across year groups and key stages.

USE OF THE LIBRARY

The library is used to facilitate and enhance historical research and also plays a key role at Glen Hills, most notably the Glen Hills Museum which is used as a valuable resource by all year groups. A year group display is also in the library related to topics covered (changed regularly)

ICT



Pupils should use ICT based sources as part of their historical enquiry. Children will be given the opportunity to use the Internet to research historical events. They may further use IT for

- Communicating Information (word processing and graphics/drawing packages)
- Handling Information (data bases , CDROM)
- Teachers to present information/demonstrate websites using Interactive Whiteboards.

EQUAL OPPORTUNITIES

All pupils whatever their religion or cultural background will be expected to study history. It is recognised that history has an important place in the cross-curricular dimensions of multi-cultural education and equal opportunities.

SEN/INCLUSION (MORE AND VERY ABLE)

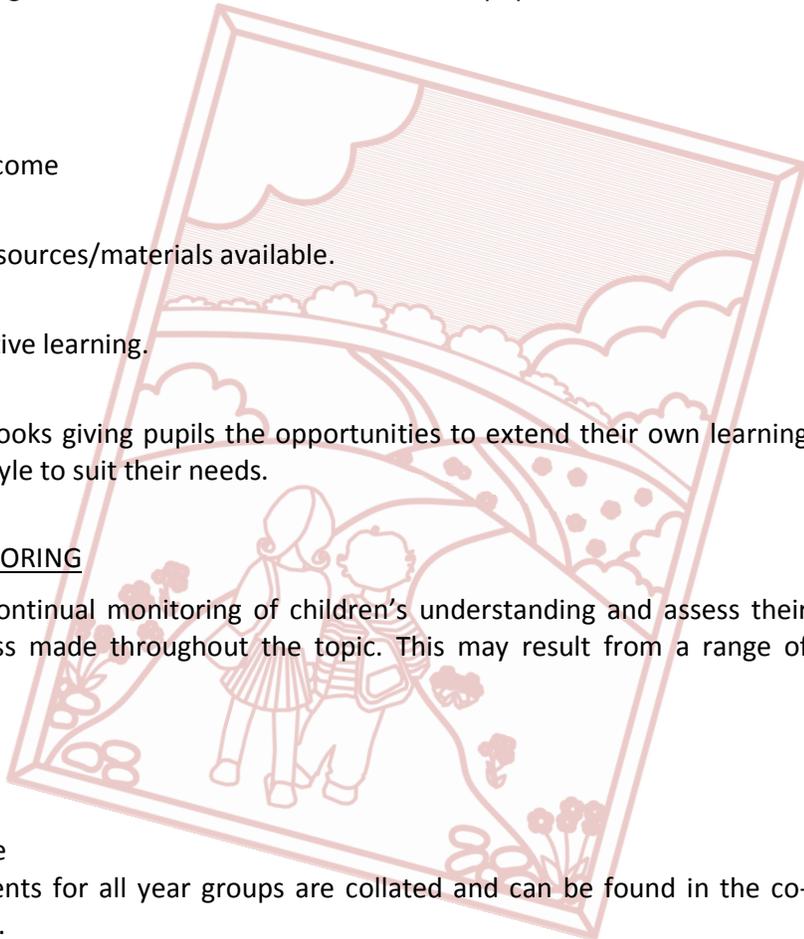
All children regardless of ability will have access to the full History curriculum. Teachers provide for individual pupils in many different ways but the methods used may include the following:

- Using a range of different teaching and learning styles as different children respond to different approaches :- kinaesthetic, creative, visual, auditory.
- Simplifying or extending tasks to meet the needs of individual pupils.
- Differentiation by task
- Differentiation by outcome
- Careful selection of resources/materials available.
- More open task/ creative learning.
- Creative homework books giving pupils the opportunities to extend their own learning and approach it in a style to suit their needs.

ASSESSMENT AND MONITORING

Teachers will carry out continual monitoring of children's understanding and assess their achievement and progress made throughout the topic. This may result from a range of sources including

- Written work
- Spoken activities
- Group activities
- Photographic evidence
- Key objective statements for all year groups are collated and can be found in the co-ordinator's history file.



At certain times teachers may carry out specific assessment tasks. Reports on the work carried out by the children and their progress will be issued bi-annually to parents.

HEALTH AND SAFETY

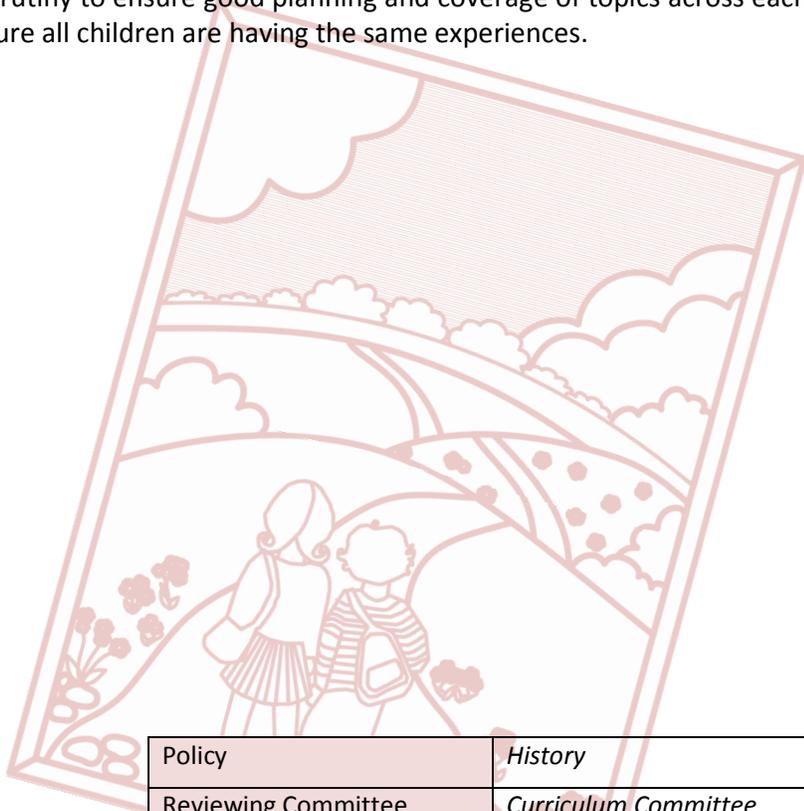
Trips to places of historical interest are encouraged to help the children to further their studies and make sense of their learning at school.

When planning a visit to enhance the children’s learning experiences, teachers need to be aware of the school emergency procedures for trips and school and county policies on visits and excursions. (See Health and Safety Policy) (Risk Assessments).

ROLE OF THE COORDINATOR

The role of the coordinator is to

- Take responsibility for the purchase and organisation of resources for History, liaising with teachers and prioritising requests.
- Keep up to date with developments and inform colleagues as appropriate.
- Monitor progress in History.
- Run a History Club(
- Keep file of examples of work/photographs.
- Carry out an annual scrutiny to ensure good planning and coverage of topics across each year group and to ensure all children are having the same experiences.



Policy	<i>History</i>
Reviewing Committee	<i>Curriculum Committee</i>
Last Reviewed	<i>April 2013</i>
Ratified by Governing Body	<i>June 2013</i>