



'What we learn with pleasure we never forget'

# **HISTORY POLICY**

**Date Written: October 2017**

**Date of Review: October 2020**

**Headteacher**.....

**Date**.....

**Chair of Governors**.....

**Date**.....

## Carlton Colville Primary School

### History Policy

#### The Five Aims of History Teaching and Learning

1. To foster a love of history and life-long learning

We believe that a "real" hands-on, practical and interactive approach to the teaching and learning of history, rich in excavations, artefacts and personal accounts, will produce children who have a true love of history and learning, that they will take into adult life. Our motto is "History Through Your Fingers!".

2. To enable children to make personal connections with the past

We believe that outstanding history teaching and learning happens when children begin to make personal connections between their own lives, and past human experience. We aim to provide children with memorable learning experiences that lead them to realise, "This could have been me, had I been born in a different time!" or "This could have been me, had I been born in a different place." History supports children to make better life choices, and leads to an understanding of cause and consequence.

3. To develop a secure understanding of chronology

When studying a time period or event, children should be able to use BC and AD accurately, to mentally place the event between other time periods they have already studied. Children should develop a secure sense of chronology, an internalised timeline or framework they can use to place new information correctly. Eg. "I'm learning about Anglo-Saxon housing in c800 AD, so I know this is after the Romans left Britain but before the Norman Conquest".

#### 4. To develop an understanding of their place in the world

Through study of the history of Britain, Europe and the world, children should understand their heritage as part of an island culture, but also as part of wider European and global cultures.

#### 5. To broaden basic skills

Our children are encouraged to "be" historians when learning history. Children take on the persona of a historian, curator or archaeologist by honing and utilising their basic skills of enquiry, curiosity, investigation, analysis, evaluation and presentation.

#### Teaching and Learning Style

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 also recognise that it is crucial for our children to engage in history at a personal level. Therefore, we teach history through sensory experiences such as re-enactments, drama and role play, the use of our museum and visitors. We recognise the value of personal stories in history teaching and we regard this as an important way of stimulating interest in the past. We wish to put the "story" back into history. Since becoming a Storytelling School we have also begun to develop the use of historical stories and non-fiction texts within our curriculum, to enhance the teaching of history through oral storytelling. We focus on helping children understand that historical events have been interpreted in different ways, and that they should always ask searching questions such as "How do we know this source is accurate?", when confronted with information.

We recognise that in all classes children have a wide range of knowledge, skills and understanding in history, and we seek to provide suitable learning opportunities for all children by matching the challenge to the ability of the child. We achieve this by:

- Setting tasks which are open-ended and can have a variety of responses;
- Setting tasks of increasing difficulty, some children not completing 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 challenge individually or in groups.

### History Curriculum Planning

History is incorporated into a flexible and creative school curriculum at Carlton Colville. Our school curriculum meets the requirements of the New National Curriculum for Primary Schools 2014. We use the New National Curriculum and the Chris Quigley: Clarity and Creativity in the new Primary National Curriculum document for the basis of our curriculum planning in history. We have adapted our planning to fit our own local context. We ensure that there are opportunities for children of all abilities to develop their knowledge, skills and understanding in each unit, and we plan for progression by using the Chris Quigley milestone descriptors, so that the children are increasingly challenged as they move through the school.

We carry out curriculum planning in history based on our school's termly curriculum foci: "Stories", "Present, Past and Future", and "The World Around Us". Therefore most of our history content falls in the spring term, although year groups are free to include history in other terms when it supports their topics. Long-term planning for history is evident on the overview of each year group's termly topic. The subject leader for history devised long-term plans that meet the requirements of the New National Curriculum, in conjunction with teaching colleagues in each year group.

We use the Chris Quigley curriculum document as the basis for our medium-term plans as well, which gives details of how to plan each term or topic. The subject leader for history keeps reviewing these plans on a regular basis. We ensure that children have complete coverage of the New National Curriculum for Primary Schools 2014, but also deliver our school curriculum through our three curriculum drivers (see Teaching and Learning Policy) and cross curricular topics.

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

### The Foundation Stage

We teach history in nursery and reception classes as an integral part of the topics covered during the year. As the classes are part of The Early Years Foundation Stage, we relate the history element of the children's work to the objectives set out in "Development Matters", and Early Learning Goals (ELGs) which underpin the curriculum planning. History makes a significant contribution to developing a child's knowledge and understanding of the world around them. Appropriate learning would include sequencing events, discussing changes in themselves from birth to five, how things were different when their parents were children and handling and studying photos and artefacts. These activities are designed to introduce a sense of time.

## The Contribution of History to Teaching in Other Curriculum Areas

### English

History contributes significantly to the teaching of English in our school by actively promoting the skills of reading, writing, speaking and listening. Many of the texts that are used in our topics are historical in nature. For example, in Key Stage 2 we use the text *War Boy* by Michael Foreman, to enhance children's knowledge and understanding of life in wartime Lowestoft. Children develop oracy through discussing historical questions, or presenting their findings to the rest of the class. They develop their ability by composing purposeful reports, letters or diary entries.

### Mathematics

The teaching of history contributes to children's mathematical understanding in a variety of ways. Children learn to use numbers when developing a sense of chronology through activities such as creating time-lines, and through sequencing events in their own lives. Children also learn to interpret information presented in graphical diagrammatic form. For examples, they study the extent of war casualties by analysing statistics.

### Personal, Social and Health Education (PSHE) and Citizenship

History contributes significantly to the teaching of personal, social and health education and citizenship. 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 with differing heritage, and they start to develop tolerance and respect for others.

## Spiritual, Moral, Social and Cultural Development

When teaching history we contribute where possible to the children's spiritual development. For example, when studying key events we may ask "Why are we remembering Remembrance Day?". We also provide children with the opportunity to discuss moral questions, when studying subject matter such as warfare or child labour. Children learn about the role of the church in Tudor times, and they find out how British society has changed over time. Our history provision enables children to understand that Britain's rich cultural heritage can be further enriched by the multi-cultural society of today.

## History and ICT

Information and Communication Technology enhances our teaching of history, wherever appropriate, in all key stages. The children use ICT in a variety of ways, such as word-processing, online research, the use of simulations such as *Arcventure Romans*, and presenting information through *Microsoft Office* programmes. Children also use interactive timeline software, and can make creative use of the digital camera to record photographic images. For example, children might attempt some image manipulation by importing a digital photograph of themselves into a photo-editing programme, along with a figure in period costume and a history backdrop. Role-playing software can engage children in visual scenarios which they can direct themselves.

## History and Inclusion

At our school we teach history to all children, whatever their ability and individual needs. This is in accordance with the school's curriculum policy of providing a broad and balanced education to all children. Through our history teaching we provide learning opportunities that enable all pupils to make good progress. We strive hard to meet the needs of those pupils with special educational needs, those with disabilities, those with special gifts and talents, and those learning English as an additional language, and we take all reasonable steps to achieve this. For further details see separate policies: Special Educational Needs; Disability Non-Discrimination and Access; Gifted and Talented; English as an Additional Language (EAL).

When progress falls significantly outside the expected range, the child may have special educational needs. Our assessment process looks at a range of

factors - classroom organisation, teaching materials and style, differentiation - so that we can take some additional or different action to enable the child to learn more effectively. Assessments made by teachers against the Chris Quigley milestones allow us to consider each child's progress and attainment in relation to where they should be for their age. This helps us ensure that our teaching is matched to the child's needs.

Intervention may lead to the creation of an Individual Education Plan (IEP) for children with special educational needs. The IEP may include, as appropriate, specific targets relating to history.

We enable all pupils to have 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.

### Assessment for Learning

Children demonstrate their ability in history in a variety of different ways. Younger children might, for example, act out a famous historical event, whilst older pupils may produce a *Powerpoint* presentation based on their investigation, for example, of The Ancient Mayans. Teachers will assess children's learning and use this information to plan for future learning. Written or verbal feedback is given to the child to help guide his or her progress. Our children are also encouraged to self and peer assess when appropriate.

When the History element of a topic has been taught, the teacher makes a summary judgement about the learning of each pupil in relation to the appropriate milestones. These assessments are recorded on whole class tracking grids across the year. These grids are used to assess the progress of the children, and are passed on, along with an end of year summary assessment, to the next teacher at the end of the year.

The history subject leader keeps samples of children's learning in a portfolio. These pieces 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 in the school. We keep these resources in a central store, or within year group stores. The School Museum is accessible to all during lunchtimes, special time and during lessons. The library contains a good supply of history books and software to support children's individual research. Key Stage 2 have access to laptops and netbooks to support the teaching and learning of history. The school liaises with The Lowestoft Museum, as an additional source of resources.

## Monitoring and Review

Monitoring of the standards of children's learning and the quality of teaching in history is the responsibility of the history subject leader. The work of the subject leader also involves supporting colleagues in their teaching, being informed about current developments in the subject, and providing a strategic lead and direction for the subject in the school. The subject leader develops an annual action plan in the subject which indicates areas for further improvement. The subject leader has specially-allocated time in which to fulfil this role by reviewing samples of children's learning and visiting classes to observe teaching in the subject.

This policy will be reviewed at least every three years.