

Roman Road Primary School

Policy for History

Reviewed	May 2017
Next Review	May 2018

POLICY FOR HISTORY

Document Purpose

This policy reflects the values and philosophy of Roman Road Primary School in relation to the teaching and learning of History.

It gives a framework within which all staff, both teaching and non-teaching, work. It gives guidance on planning, teaching and assessment. The policy is intended to be used in conjunction with the Scheme of Work for History which gives details of what pupils in different year groups will be taught.

Subject Aims and Objectives

History is a foundation subject within the National Curriculum. The aims of teaching History at our school are consistent with our school philosophy and take account of the London Borough of Newham Curriculum Policy Document and the National Curriculum Non-statutory Guidelines for History.

The **aims** of History are:

- To give children a sense of their own identity within our social, political, cultural and economic background and relationships.
- To prepare children for living and working in the contemporary world.
- To fulfil the requirements of National Curriculum for History.
- To ensure the progressive development of historical concepts, knowledge, skills and attitudes.
- To provide a History curriculum that is broad, balanced, relevant and differentiated.
- To promote positive attitudes towards and enthusiasm for History work in school.

- To help children to study life in the past - the thoughts, beliefs, emotions, problems and actions of people who related to each other and their environment.
- To help children gain a level of historical understanding appropriate to their age, ability and maturity.
- For children to value History as a subject in its own right as well as understanding its contribution to other curriculum areas and cross-curricular themes and dimensions.

Work in History follows the structure of the National Curriculum being based on the Programmes of Study, Attainment Targets and Level Descriptions. It is divided into Key Stages and organised into levels of increasing challenge.

Our children follow the National Curriculum for History and work at levels appropriate to their ability. Through the use of Teacher Assessment it is expected that most children will achieve the Expected Level at the end of Key Stage 1 (age 7) and Exceeding Level at the end of Key Stage 2, (age 11).

In the teaching and learning of History we can identify a number of **objectives** for the children:

- To develop an awareness of the nature and use of evidence.
- To develop a sense of chronology and time.
- To build up knowledge of events and people from the past.
- To appreciate thoughts, beliefs, motives and actions of people in the past.
- To develop and use correctly historical language and a vocabulary of historical terms.
- To build a framework of historical facts.
- To encourage children to interpret, explain and ask historical questions

For example:

- Why did this happen?

- How do we know this is true?
- What effect did it have?

In the teaching and learning of History, we can identify a number of **subject - specific areas of knowledge, concepts, skills and attitudes.**

Areas of Knowledge	Concepts	Skills	Attitudes
see History Study units at Key Stage 1	Change	Arguing	Curiosity
	Cause and effect	Reasoning	Imagination
	Similarity & Difference	Thinking	Empathy
see Core & Supplementary Study units at Key Stage 2	Chronology	Using evidence	Understand others views
	Time	Using historical vocabulary	
	Continuity & Change	Sequencing	
		Ordering	
		Interpreting	
		Understanding	
		Explaining	
		Deducing	

Curriculum and School Organisation

Topics are set down in the Curriculum Overview for each year group. In both Key Stages, History is identified and valued as a subject in its own right, but may provide opportunities for work of a cross-curricular nature.

However, we are working towards integrating History with other curriculum areas. Certain topics at both Stages have been identified as providing opportunities for the development of cross-curricular themes, dimensions and skills, and these have been identified on the Curriculum Overview.

Wherever possible the Programmes of Study for History are enriched by looking at the history of the local and regional area and how this relates to British and World History. Detailed curriculum content and progression are found in the Scheme of Work for History.

Within the Scheme of Work for History, learning activities are sequenced to ensure continuity and progression. Learning may be by means of direct teaching to the class or small groups in a number of ways:

- by providing direct, 'hands on' experience of historical resources and materials (for example artefacts, pictorial and written sources, buildings, people)
- by prepared materials such as worksheets
- by practical tasks developed for the children.

Whenever possible and appropriate, educational visits are included in a history topic, making use of locations accessible to the school.

A growing range of artefacts and resources are available for each subject and can be acquired from the coordinator.

People with an interest or expertise in a particular topic or area of history may be invited into school to work with the children. Such visitors may include parents, grandparents, other family members, neighbours and the local community.

Homework

Children in both Key Stages may occasionally be asked to undertake some homework activities or tasks as part of their history work. This could involve completing a questionnaire, researching information from the library, completing a building survey and so on.

Planning and Evaluation

Planning of the topic starts with the medium term framework from the scheme of work. The medium term plan contains suggested Learning Objectives and activities. Plans are available in each Year groups planning files for each term on the MLE.

Areas for cross- curricular work will be exploited at the discretion of the teacher, but are seen to be a desirable area to be working towards. History is seen as being particularly suitable for linking to work in other curriculum areas including English, Drama, Art, RE and IT. These links are clearly outlined on the Curriculum Overview.

Evaluation of learning takes place immediately after each session and relevant information is transferred to the end of unit evaluation.

Whole school staff consultation takes place in order to implement any changes to the planning or evaluation structures already in place.

Curriculum and School Organisation

As a curriculum area, History has a Curriculum Coordinator. The coordinator receives any information/resources which arrive in school.

The Scheme of Work for History outlines how History is planned at a year group level, and takes account of the work to be covered in each topic. Within each class History work may be developed for the whole class, for individual pupils, or for groups of children according to age or ability.

As History is taught as a separate subject, there are timetables for the subject. Each class teacher ensures that throughout the year all History topics specified in the whole school topic plans are covered in the correct amount of detail.

Time Allocation

The time allocated to the teaching of History is based on national recommendations. In line with these recommendations in Key Stage 1, approximately 36 hours of teaching time within any one year is allocated to History. In Key Stage 2, approximately 45 hours of teaching time within one year is allocated to History.

Class Organisation and Teaching Style

At Roman Road class teachers are responsible for their own class organisation and teaching style while ensuring that these complement and reflect the overall aims and philosophy of the school.

Within a class pupils may be taught individually - although this is limited to the amount of resources available. Children may be grouped according to age, ability or other criteria such as friendship. Such groupings are organised so as to promote cooperation and effective learning and understanding. Whenever possible work is carefully differentiated and matched to each group.

Whole class teaching may take place and the organisation of the class will be matched to the learning task or activity, the History topic being studied and resources being used.

Approaches to teaching will relate to the historical content and the expected outcomes of learning.

For example:

- Whole class teaching may be suitable for acquiring knowledge
- Small group discussion may give opportunities for investigation work with artefacts
- Role-play and simulation activities may help develop understanding and empathy

History provides opportunities for teaching the following cross-curricular themes:

- Environmental Education
- Economic and Industrial Understanding
- Citizenship
- European Awareness

and for the teaching of the following cross curricular dimensions:

- Education for Ethnic Diversity
- Equal Opportunities

The requirements of the National Curriculum and the age and ability of the children in school leads to the use of the following types of resources:

- Artefacts
- Pictures and photographs
- Music
- Adults talking about the past
- Written sources including documents and printed sources
- Buildings and sites
- Computer-based materials (including approved internet sites)
- Stories, myths and legends

History provides opportunities for certain specialist teaching materials. These include:

- The use of fieldwork
- Educational visits to museums and other sites
- Computer-generated simulation activities

Assessment, Record Keeping, Reporting

A new assessment system has been set up based on the skills of the subject. CPD has been carried out by the previous coordinator about how to use the assessment spreadsheet and all teachers are now completing this each term. The tracking, which marks children's understand and attainment from emerging, expected and exceeding can be found on MLE, and is used by the coordinator to influence future planning and MTP.

The Coordinator's Role

The coordinator's responsibilities are:

- To establish a secure profile of the subject.
- To ensure that the resources are sufficient and appropriate.
- To replace and acquire new resources.
- To model the teaching of History.
- To assist colleagues in the planning and delivering of lessons.

The History Coordinator is responsible for maintaining the History resources, and monitoring their use. Resources are replaced and purchased by following the general school ordering procedures. The current lists of resources are examined each year before requisitions are made. All staff are encouraged to request or suggest resource items which they feel would be useful for a History topic.

The purchase of resources is planned each year by the History Coordinator based on the History budget which is allocated from the main school budget. This budget will reflect the degree of priority which History is being given in the School Improvement Plan.

The History Coordinator reviews the use of resources and their storage regularly in consultation with the rest of the staff.

Resources and Accommodation

A wide variety of History resources are available in school. Resources also include children's reference books, teacher resource books and packs, pictorial resources including photographs, photo packs and picture packs, timelines,

The majority of resources are kept in the coordinators room. Children should not remove or replace resources at any time. Resources are shared by all the staff, including students. Staff are asked to return any resources as soon as they are finished with and to replace them in the correct place.

Equal Opportunities, Special Needs & Providing for Children with English as an Additional Language

All teaching and non-teaching staff are responsible for ensuring that the pupils in their care, irrespective of gender, ethnicity, language group, disability, religious beliefs, social circumstances and ability, have equal access to the whole curriculum and equal opportunity to undertake all aspects of work in history in order to make the maximum progress.

We aim to do this by

- taking the individual needs of children into account
- using language which is appropriate to each child's ability
- avoiding the negative use of written, spoken and body language
- choosing books, worksheets, posters, tapes etc., which display positive images, which represent the different backgrounds of our pupils and which avoid stereotypes
- choosing resources which are user friendly and easily accessible to all children
- showing in our planning how tasks are differentiated and targeted for children of differing abilities
- ensuring that recording and assessment is fair, gives equal value to different activities and avoids stereotypical assumptions.

History provides a variety of opportunities for teaching which reinforces this ideal.

The National Curriculum for History states at Key Stage 1 that:

- ... Pupils should be taught about the everyday life, work, leisure and culture of men, women and children in the past ...
- Pupils should be taught about the lives of different kinds of famous men and women...

The National Curriculum for History states at Key Stage 2:

- ... pupils should be taught about the social, cultural, religious and ethnic diversity of the societies studied and the experiences of men and women in these societies...

In line with this the work covered in History takes account of the commonality and diversity of societies and of the men and women in past and present times.

The Monitoring of the policy for Equal Opportunities in terms of its operation is ultimately the responsibility of the Head teacher and the Senior Management Team, but every member of staff is responsible for the day-to-day operation of the policy in terms of promoting good practice.

Monitoring

Monitoring and evaluation is carried out to enhance the teaching and learning of History within our school. It is the responsibility of the coordinator to monitor and evaluate the curriculum provision made for History within the school in order that pupils make the greatest possible progress. This involves reviewing the coverage of Programmes of Study at each Key Stage.

The organisation of the history curriculum is regularly evaluated. The effectiveness of any INSET for history provided either internally from within the school or by an external agency is also evaluated. This may involve examining the written evaluation sheets completed by each member of staff after a course has taken place.

Monitoring and evaluation may be through a number of methods including:

- The assessment of pupils' work and their achievements
- The analysis of teachers' planning
- Discussion amongst groups of staff or the whole staff classroom
- External inspection and advice

Monitoring and evaluation will be conducted according to the priority given to History within the School Improvement Plan. The timescale involved in this may

differ from year to year. It may be on an annual basis but will also have to take account of any changes to the National Curriculum for History.

Ratified by *Governors*
Review *May 2017*

Norah Luyiga Ring