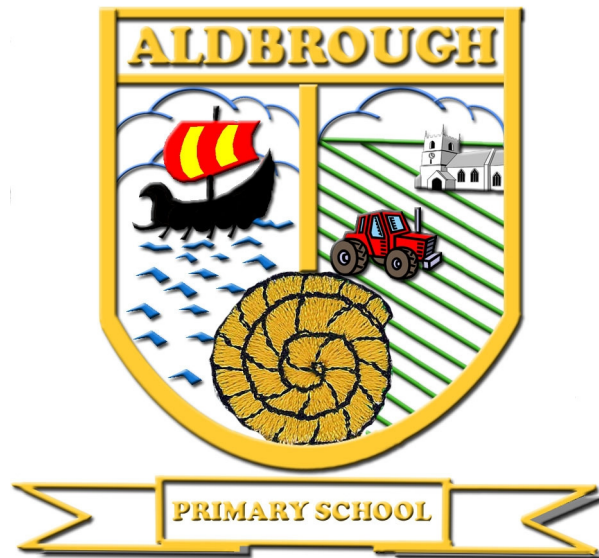


ALDBROUGH PRIMARY SCHOOL



HISTORY POLICY

DOC-APS-POL-0025

Revision	Amendments	Date	Gov Ratified	
1		24/02/15		

History Policy

Rationale

The aim of history teaching here at **Aldbrough Primary** 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.

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.

Teaching and learning styles

History teaching focuses on enabling children to think as historians. We encourage children to examine artefacts as well as using secondary sources for their research. When appropriate 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 complexity depending on the ability of the child;
- Using classroom assistants to support children individually or in groups

History curriculum planning

We use the Curriculum 2015 as the basis for our curriculum planning in history. We ensure that there are opportunities for children of all abilities to develop their skills and knowledge in each unit and we build planned progression into the scheme of work so that the children are increasingly challenged as they move up through the school.

Our curriculum planning is in three phases (long-term, medium-term and short-term). Our long-term plan maps the history topics studied over a two year rolling programme. As a basis for our medium term plans the school will follow the 2014 National Curriculum Programmes of Study as set out below.

Stage 1	Key Stage 2
<p>Pupils should be taught:</p> <ul style="list-style-type: none"> • 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 	<p>Pupils should be taught:</p> <ul style="list-style-type: none"> • 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

In the short term the teachers will plan the topics in history so that they build upon prior learning. Children of all abilities have the opportunity to develop their skills and knowledge in each unit and, through planned progression built into the scheme of work, we offer them an increasing challenge as they move up the school.

Early Year Foundation Stage

We teach history in the Early Years as an integral part of the topic work covered during the year. We relate the historical aspects of the curriculum to the objectives set out in the guidance for the Early Years Foundation Stage (Early Learning outcomes). History makes a significant contribution to the Understanding the World area of learning.

The contribution of history to other subjects

History contributes to many subjects within the primary curriculum by providing the children with opportunities to:

English

Use the skills of reading, writing, speaking and listening
Discuss historical questions
Present their findings to the rest of the class

Mathematics

Use numbers when developing a sense of chronology through doing activities such as time-lines.
Interpret information presented in graphical or diagrammatic form

Information and communication technology (ICT)

Use their skills in data handling and presenting written work
Research information using the Internet and CD-ROM encyclopaedias
Use the digital camera to record and use photographic images

Personal, Social and Health Education (PSHE) and Citizenship

Explain their views on a number of social questions such as how society should respond to poverty and homelessness
Discover how to be active citizens in a democratic society by learning how laws are made and changed
Challenge stereotypes and to appreciate that racism is a harmful aspect of society
Learn how society is made up of people from different cultures and start to develop tolerance and respect for others.

Spiritual, moral, social and cultural development

Discuss moral questions, or what is right and wrong
Understand that Britain's rich cultural heritage can be further enriched by the multicultural British society of today.

Special Education Needs

At Aldbrough Primary School we teach history to all children, whatever their ability. History forms part of the school curriculum policy to provide a broad and balanced education to all children. Through our history teaching we provide learning

opportunities that match the needs of children with learning difficulties and we take into account the targets set for individual children in their Support Plans.

Assessment and recording

We assess children's work in history by making informal judgements as we observe them during each history lesson. At the end of a unit of work, the teacher makes a summary judgement about the work of each pupil in relation to the expectations stated in the medium term planning. We use this to inform future planning and we pass this information on to the next teacher at the end of the year.

Resources

We constantly review that there are sufficient resources for all history teaching units in the school. We keep these resources in a central store. The library contains a good supply of topic books and software to support children's individual research.

Monitoring and review

Monitoring of the standards of children's work and of the quality of teaching in history is the responsibility of the history subject leader. The work of the history subject leader also involves supporting colleagues in the teaching of history, being informed about current developments in the subject, and providing a strategic lead and direction for the subject in the school.

Date: February 2015