

History Policy

Hollywood Primary School



This policy was reviewed by: Caroline Powell, Curriculum Leader

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Approved by Governors:

Next review date:

Introduction

This policy statement outlines the purpose, nature and management of the history taught and learned at Hollywood. The implementation of this policy is the responsibility of all the teaching staff.

Rationale

History is what happened in the past. It is a mode of enquiry whereby questions are asked to enable the development of a deeper understanding of people and events of the past and how these things have shaped the present. History is investigated through the use of available evidence, providing many different interpretations of the past. It is a way of discovering and learning lessons to shape the future.

Aims

History is taught to help children develop a sense of identity through learning about the people and events that have shaped their lives and to teach them what is involved in understanding and interpreting the past. Through our teaching we aim to:

- develop the children's critical awareness
- understand how the past was different from the present and that other times and places may have had different values and attitudes to ours
- understand that events usually have many causes and that historical explanation should not necessarily be considered as fact
- make the subject enjoyable and interesting.

Objectives

These objectives are related to the school's planning schemes and form the basis of evaluation and assessment. They are based on the National Curriculum key elements (2014) to:

- develop a sense of chronology and time
- develop an appreciation of continuity and change, cause and consequence
- develop a sense of empathy - which involves children appreciating the perspectives and motives of people in the past
- use and analyse historical evidence and begin to develop a critical awareness when looking at evidence
- develop the ability to pose historical questions and make informed judgements.

Continuity and progression

Children in the Foundation Stage will develop concepts and skills through the Early Learning Goals in their Curriculum guidance. Key Stage One and Key Stage Two will follow the National Curriculum and the school's scheme of work identifies the introduction and development of key concepts and skills.

Children in Key Stage One will be introduced to history through personal experience, artefacts and stories. By the end of Key Stage One, the children will be using simple terms connected with the passing of time and be able to order events and objects. They will be demonstrating knowledge of the past and will be beginning to understand why people in the past acted in the way that they did. The children will also be making distinctions between different aspects of their own past times.

History teaching in Key Stage Two will build on the concepts developed in Key Stage One. Each year group will study an aspect of British, world and local history. Children will develop the idea of the passing of time to the recognition that the past is divided into periods of time. By the end of Key Stage Two, they will be giving reasons for some of the events that they have studied and be able to select and combine information from more than one source.

Creative Curriculum

Teaching and learning History is based on chronologically ordered British history and world history themes as set out in the National Curriculum (2014). There are materials to support each era of history, which are kept in the Resources Room, and further resources and books can be found both in the school library and in individual topic boxes.

History pervades every aspect of our lives and culture. It is present in every part of the curriculum and teachers will incorporate opportunities for a cross curricular approach to learning where possible, for example

- Citizenship - Society is diverse due to historical events
- ICT - can be used for research and to record information
- Geography - where did the events happen?
- Literacy - opportunities for critical reading, persuasive texts, diaries
- Numeracy - timelines

Time Allocation

Each year group has two history topic themes per year as set out in the National Curriculum 2014 and incorporated into the school's planning cycle. They will also study an aspect of local history which will be led by the children's interest in a choice of local topic themes. Teachers use their professional judgement as the most appropriate manner for delivery of history and this can be in weekly sessions, blocked in one or two week periods or covered in fewer longer sessions if required, for example a history themed day. We encourage the delivery of history through other subjects such as Literacy and Geography and also through cross-curricular links and enrichment opportunities.

Resources

Children will have opportunities to use a range of resources: photographs, books, games, artefacts, maps; documents; texts and the internet. Resources are stored in the main Resources Room with additional artefacts being kept in topic boxes and posters kept in the Resources Cabinet.

The History Co-ordinator has the responsibility for managing and organising resources. In consultation with the Curriculum Leader and teaching staff, the Co-ordinator will purchase additional resources from the yearly capitation bid. It is each teacher's responsibility to ensure that resources are returned to the Resources Room at the end of a unit. This will enable the History Co-ordinator to maintain the standard of the resources.

Teaching and learning approaches

Teachers will follow the school's long term plan on the teaching and learning cycle. There should be a teaching focus on developing children's self evaluation skills to enable the children to become competent at evaluating evidence and questioning. A variety of teaching approaches are used at all levels. These are supported through the teaching resources found in the resource boxes for each history unit of study. Children will be engaged in a variety of investigative activities. Investigation, research and enquiry will be the predominant teaching and learning styles, placing emphasis on the children's abilities to ask historical questions.

In order to break down some of the barriers that may constrain very able children, teaching and learning experiences should encourage all of the children to think creatively, explore and develop ideas and to try different approaches. All children should be encouraged to set their own questions, offer ideas, suggest solutions or explanations and reflect on what they have heard, seen or done in order to clarify their thoughts.

A wide range of sources, including books, maps, documents, pictures, photographs, artefacts, music, visits and visitors will be used to help the children discover the past.

Through careful planning, the study of history will engage all children in a variety of differentiated activities such as written, spoken and practical. Topic plans and guidance for each history theme identify differentiation in individual lessons and for individual groups of children.

Assessment, Recording and Monitoring

Assessment in the Foundation Stage is through observation and discussions with the children and is gauged against the Early Learning Goals and the relevant points in the Foundation Stage Profile.

The history attainment targets from the National Curriculum form the basis of assessment in Key Stages One and Two. Teachers record children's knowledge and understanding of each study unit using the school's foundation subject assessment sheet, noting down children who have achieved the requirements of the topic, those who have exceeded them and those who have not yet met them. Assessment for all children is carried out through classroom observations, review of the children's work and discussions with the children. Assessments identify emergent, embedded and exceeding skills and allow for the provision of equal opportunities and inclusion. Guidelines for identifying children gifted in history can be found in Appendix I.

Monitoring will be carried out by the History Co-ordinator and the Curriculum Leader. This will include Learning Walks, monitoring of books and the Cross Curricular Tracking Document as well as pupil interviews. This will be reported to the leadership team and governors will be informed.

Differentiation and SEN

To overcome any potential barriers to learning in history, some pupils may require: support to access text, such as through prepared tapes, particularly when working with significant quantities of written materials or at speed help in tasks that require

extended writing to communicate their detailed ideas through alternative communication methods, such as the use of ICT or speech to allow children to demonstrate their understanding and to maintain their concentration and motivation non visual means to access sources of information when undertaking historical enquiry.

All children should be included in history field trips and outings. Special provision may need to be made for those with physical impairments and during the risk assessment visit, a special risk assessment may be necessary so that suitable arrangements can be made. Where possible, a responsible adult should be allocated to such a child to ensure his/ her safety, full inclusion and access to the outing.

It is important that teachers have high expectations of children who are gifted in history and for classroom activities to provide opportunities for gifted children to develop and apply their particular capabilities. A variety of strategies can be used to enrich and extend the curriculum for children who are gifted in history and details are found in the Appendix II.

Health and Safety

All teaching and learning follows the school's Health and Safety policy. All fieldwork and studies will abide by the school policies, in particular the 'Educational Visits Policy'.

Review

The Curriculum Leader and History Co-ordinator produce a subject Action Plan annually.

Appendix I - Identifying children gifted in History

Children who are gifted in history are likely to show some or all of the following characteristics:

Literacy

This may

- perform at levels of literacy that are advanced for their age
- show particular skill at inference and deduction when reading texts
- synthesise information to present a convincing summary
- use subject specific vocabulary confidently
- follow and contribute effectively to a line of argument by substantiating points with evidence
- assess complex source materials with growing independence.

Historical knowledge

They may

- have an extensive general knowledge, including a significant amount of historical knowledge
- develop with ease a chronological framework within which to place existing and new knowledge
- demonstrate a strong sense of period as a result of study.

Historical understanding

They may

- quickly grasp the role of criteria in formulating a historical argument or explanation
- understand and apply historical concepts to their study of history
- be able to draw generalisations and conclusion from a range of sources of evidence
- seek to identify patterns and processes in what they study
- appreciate that answers arrived at depend largely on the questions asked
- draw readily on what they learn in other subjects to enhance their historical understanding.

Enquiry

They may

- be able to establish and follow a line of enquiry, identifying and using relevant information
- be good at reasoning and problem solving
- think creatively and imaginatively
- show discrimination when selecting facts and evaluating historical evidence
- manipulate historical evidence and information well
- appreciate the nature of historical enquiry
- question subject matter in a challenging way
- be intrigued by the similarities and differences between different children's experiences, times and places and other features of the past
- show resourcefulness and determination when pursuing a line of enquiry.

Appendix II- Challenge for Gifted and Talented Children in History

Challenge for children gifted and talented in history can be achieved by:

- giving them a problem to solve, such as 'Would it be different for a child growing up in Athens compared to one growing up in Sparta?' Structuring history work around an enquiry question is the model of best practice in history teaching.
- providing opportunities for them to carry out historical enquiries by drawing together information from a range of sources and then encouraging them to decide which sources are most useful and why
- providing opportunities to follow their own enquiry questions
- presenting them with conflicting evidence about a person or event and asking them to consider why opinions differ

- giving them a video of a historical drama to watch; or an extract from a historical novel to read and asking them to evaluate it for historical accuracy
- linking the child with an expert in local history or an expert in the topic they are studying providing real research and presentation opportunities

- taking time to discuss issues with gifted children, in order to challenge their assumption and develop their thinking
- avoid giving them additional written tasks, encouraging them to communicate their understanding in a variety of ways of their choice