

Royal Borough of Kingston upon Thames

Green Lane Primary and Nursery School



History Policy

History Policy

Rationale

History fires pupils' curiosity about the past in Britain and the wider world. Pupils consider how the past influences the present, what past societies were like; how these societies organised their politics; and what beliefs and cultures influenced people's actions. What pupils learn can influence their decisions about personal choices, attitudes and values. In History, pupils find evidence, weigh it up and reach their own conclusions. We teach children to investigate past events and develop the skills of enquiry, analysis, interpretation and problem-solving.

Aims and Objectives

- (a) To develop a chronological framework for their knowledge of significant events and people.
- (b) To broaden pupils' understanding of the present through a deeper understanding of the past.
- (c) To develop the skills of enquiry, investigation, analysis, evaluation and presentation.

The objectives of History in our school are:

- To develop an understanding of the present through a study of the past
- To develop an understanding of past events and issues from the perspective of people who lived in those times
- To give pupils a sense of personal identity through the study of the past
- To develop an appreciation of the social, economic, political, cultural and aesthetic dimensions of History
- To develop the key concepts of time and chronology; cause and effect; similarity and differences.
- To develop the ability to question a variety of sources, organise and analyse findings, communicate their findings, offer conclusions and argue for their point of view.

Teaching and learning style

The delivery of History will be through an integrated Programme of Study in accordance with the requirements of the National Curriculum. A variety of teaching styles will be employed enabling visual, audio, and physical learners to succeed. Children will be encouraged to utilise primary source material (artefacts, documents, photographs, videos, real life experiences and people) and to ask questions of all these materials, and available texts. They will be encouraged to weigh up evidence and present their own conclusions.

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.

Curriculum planning and inclusion in History

We carry out the curriculum planning in two phases (long term and medium term). Teachers should differentiate activities to take into account the needs and abilities of all pupils. Within the class, pupils are given feedback or a written comment at the end of a piece of work.

Throughout the school History takes the form of half termly topics making strong links with other subject areas where appropriate. In the Foundation Stage, History is integrated into the Knowledge and Understanding of the World aspect of the EYFS and encourages pupils to consider History in

relation and comparison to themselves. In KS1 and KS2, children further this by looking at a larger range of sources. The validity of these sources is questioned in order to develop a greater understanding of the impact of what we see in history.

All children are taught History throughout the school as part of an inclusive environment. Activities are differentiated to suit the individual needs and learning style of every pupil, this may be through group or peer supported activities or working with a Teaching Assistant or Teacher. Planning for each session reflects this and specific learning objectives are used in each topic.

The contribution of History in other subjects

English

History contributes significantly to the teaching of English in our school by actively promoting the skills of reading, writing, speaking and listening. The use of fiction and non-fiction texts and stories are used to ignite passion and interest in History sessions. Throughout the school Talk Maps in History are used as cross curricula tools to develop creative writing skills and an understanding text structures such as reports and letters. Children develop speaking and listening skills through drama and role play activities, discussing historical questions and presenting their findings to the rest of the class.

Mathematics

History teaching contributes to the teaching of Mathematics in a variety of ways. Children learn to use numbers when developing a sense of chronology through activities such as creating time-lines or sequencing events in their own lives. Children learn to interpret information presented in graphical or diagrammatic form and find methods of handling data and statistics.

ICT

Children use ICT in History to enhance their skills in data handling, presenting written work and researching information using the Internet. Children have the opportunity to use Ipads to record and use photographic images.

PSHE

History contributes to the teaching of PSHE. Debate and discussion are a valued means of teaching and learning. We help children to develop their knowledge and understanding of different cultures, so that they learn to avoid stereotyping other people, and acquire a positive attitude towards others.

Assessment

We assess children's work in History by observing their learning and comparing it against the lesson aims. On completion of a piece of work, the teacher marks the work and comments as necessary. At the end of a unit of work, the teacher makes a summary judgement about the work of each pupil if they have yet to obtain, met or exceeded the unit objectives.

Parents are advised of pupils' progress in the annual report to parents and at Parents' Evenings.

Evidence of pupils' attainment will be collected through:

- Observation of pupils at work
- Questioning, talking and listening to pupils
- Conferring over pupils' written work
- Photographs showing assemblies, displays and activities undertaken (especially in the Foundation Stage)
- Written work
- Drama and role play
- Samples of evidence will be collected and kept in the curriculum co-ordinator's file and will form part of school portfolio for History.

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Monitoring and reporting

Planning and children's work is monitored throughout the year by the History coordinator for progression and coverage. Feedback is given to individual staff and guidance offered as necessary.

Resources

Resources for History are stored centrally in a series of 'topic boxes'. The resources include artefacts, replica artefacts, posters, short films, DVD's, books etc. The school library contains a variety of texts to support History. Staff are encouraged to access new and interactive materials from the Internet.