

History Policy

This policy is written with consideration to our school commitment to the Rights of the Child and our achievement of becoming a Rights Respecting School.



Articles: 28, 13, 29i, 29ii,

Rationale:

Langley Park Primary School believes that history makes a valuable and distinctive contribution to pupils' education. Learning about the past and the methods used to study sources and draw conclusions helps pupils understand and contribute to the world in which they live.

Purposes:

Our main purposes are:

*To provide a planned history curriculum which pupils will find interesting, motivating and relevant.

* The pupils will be taught a 'knowledge-engaged' curriculum where units of work are in a chronological order and teachers build upon knowledge over time with pupils making links between historical concepts and develop understanding.

*To develop pupils' knowledge and understanding of the history of their communities, country and wider world to help them make sense of the present and their place within it.

*To develop a chronological framework for their knowledge of significant events and people.

*To develop pupils' skills in finding, using and interpreting historical evidence, in learning to construct their own accounts of the past and communicating these in different ways.

*To contribute to personal and social education by developing certain attitudes and values; for example a respect for evidence and tolerance of a range of opinions.

Guidelines

Planning

* Curriculum plans for KS1 and KS2 are based on chronological units of work to assist understanding of changes and connections between periods and events. The choice of these units have been guided by the requirements of the National Curriculum and a framework provided by the LEA.

This framework has been adapted to meet the pupils at Langley Park Primary School.

* The History units taught are outlined on the school Curriculum Maps.

* Teachers deliver each unit, using resource boxes and mid term plans. Plans will provide experience of different sources, including use of artefacts, different historical perspectives and where possible museum and site visits. The school aims to give the children experience of 'hands on' or role play visits.

- Teachers' medium and short term planning, where appropriate, takes into account cross curricular elements and recognises the experiences of men and women of different social groups and ethnic backgrounds. Teachers create learning activities linked to key elements based on the outline schemes of work for each unit.
- The history units of work take account of the spiritual, social and cultural needs of the children

Teaching and Learning

* The starting point for all work is to identify the knowledge to be taught and relevant questions that need to be answered, then find historical activities which interest, motivate and challenge all pupils.

* Planned units of work focus on key knowledge (and related skills) to develop understanding of content in relation to historical concepts of period or situation, chronology, change, and cause and consequence.

* Pupils should learn how the past was different from the present and that people of other times may have had different values and attitudes to ours.

* Pupils should learn to see all sources as 'evidence' and taught to make judgements about authenticity.

* Pupils should learn to draw their own conclusions about the past based on evidence, imagination and questioning and present them in a variety of forms including written work, presentations, poetry and display.

* Pupils should develop skills to read a range of historical material, including fiction and to communicate these in a variety of written forms.

* Pupils should learn to understand the nature of evidence by emphasising history as

a process of enquiry and by developing the range of skills required to interpret sources.

- * Links should be made between units of work where appropriate and pupils encouraged to use previous knowledge in approaching new work.
- * A variety of methods are used in the teaching of history across KS1 and KS2 in order to develop progression in understanding and skills across each stage for all children.
 - Pupils should be given opportunity to use computing to communicate and handle information.

Links with other areas of the curriculum

English

Reading and writing are essential for the processes of finding out about and communicating an understanding of history. Discussion, drama and role play are aspects of study for speaking and listening and are important ways for children to develop their understanding that people have different viewpoints and perspectives on history. History lessons can provide an opportunity to reinforce what children have been doing during the English lesson and to apply it in a different context.

Computing

e.g. - use of software.

- Use of word processing skills.
- Use of the Internet

To support learning -

- by enhancing their skills of historical enquiry
- by providing access to a range of information sources, many of which may be unavailable in any other form.
- by supporting the development of their understanding of historical patterns and processes.

Other subjects

Where there are opportunities for links with schemes of work in other subjects, notably science, geography

Work at home and outside lessons

Many units provide opportunities for teachers to set worthwhile tasks that can be completed outside formal teaching time. The homework grids can identify suitable activities.

Suitable tasks to set include:

- * finding out more information from family, friends and other adults.
- *collecting data and information by researching topics at home, in local libraries and

via the Internet.

- * visiting places of historical interest in the locality.

Assessment

- * Assessment of attainment during a year should be based on how well pupils show understanding and remember facts about the unit(s) being studied. The way a pupil understands historical concepts can be determined by questioning (both verbal and written) and by work produced.

- Assessment documents are marked with highlighter and a brief narrative given re pupil attainment.. Parents receive yearly written reports which indicate each pupil's progress in History.

- * Pupils' work should be marked according to whole school guidelines.

- * Assessment opportunities should be identified by the teacher in short term planning, along with any relevant notes about pupil progress.

- * At the end of each year, a brief summative assessment sheet is filled in for each year group showing progress in History.

As a guide, progress in history can be characterised by:

- * asking and answering more complex questions.

- * making links and connections between different areas of learning.

- * recognising patterns and categorising.

- * understanding more abstract concepts.

- * providing more reasoned explanations.

- * understanding what is more and less important.

- * appreciating the relevance of learning.

- * using a greater depth and range of historical knowledge to back up judgements.

- * becoming independent in learning.

- * assessing attainment at the end of a key stage:

At the end of each year, teachers fill in a History comment on a report. This gives general information about the attainment and experience of the whole class. It can be used by the next teacher for planning.

Monitoring and Evaluation

These guidelines will be evaluated annually to judge their effectiveness as a guideline for implementing the curriculum as detailed in the long and medium term planning.

