

Norfolk Community Primary School

History Policy

Introduction

History is a foundation subject in the National Curriculum. History broadens children's understanding of the world and the people around them. It provides a context for modern events and issues. It allows children to place events in chronological order and to answer questions such as how, why and when they occurred. It further develops children's understanding of causal relationships, actions and consequences. History teaches children to understand the characteristic features and key people and events of a period or society. It brings greater awareness and respect for social, cultural, religious and ethnic diversity. It provides an opportunity for children to practise and develop core skills such as reading, speaking and listening, data handling and writing in an engaging and meaningful context.

Aims

Through a well delivered, engaging and relevant history curriculum we will help our children to:

- Have an interest in and curiosity about the past
- Reflect on the contribution that diverse people and events have had in shaping the world we live in
- Develop an understanding of the reasons for historical events
- Reflect on the differences between periods of history
- Use evidence from a wide range of primary and secondary sources to prompt questions and suggest lines of enquiry

Objectives

To achieve these aims our children will need to:

- Know some key facts and dates and develop a sense of chronology
- Know in detail about some historical figures
- Question evidence and compare different sources
- Know about the lives of ordinary people in the times they are studying
- Know how to pursue lines of enquiry using library and internet skills
- Know how to present findings in a wide variety of ways.

Teaching and learning strategies

At KS1 and KS2 history is taught as a discrete subject, with Quality and Curriculum Authority (QCA) units of work timetabled into half-termly blocks of teaching time. The curriculum delivered with a strong emphasis on speaking and listening including:

- discussion
- role play and drama
- debate
- presentation

Opportunities are identified within each QCA unit of work to support the history curriculum through visits to museums and historical sites, TV and video, use of artefacts and visiting speakers to “bring the past to life.”

There are opportunities identified in the English and maths planning to reinforce and practice non-fiction literacy skills, research skills, presentation, interpretation of maps graphs and charts in foundation subjects – including history. These opportunities are very important for our children who learn best when they can apply knowledge and skills in many real life situations.

Teacher subject knowledge is evaluated and developed to ensure that the curriculum is delivered to a high standard. Teachers plan together to produce medium term plans for history by using and adapting the ideas in each QCA unit.

Information and Communication Technology

Each classroom has more than one PC and an interactive whiteboard. There is also a fully equipped ICT suite with twenty computers. This ensures there is good access to the wide range of images and resources available to support delivery of the History curriculum. In addition children can engage in independent research and present their ideas through ICT.

Education for sustainable development

The children at Norfolk are developing a wide understanding of their role as citizens at a local, national and global level. The history curriculum is used to explore ideas of justice, democracy and equality of resources through studying the lives of pioneering individuals and social movements such as the abolition of child labour and slavery in Victorian times. Comparisons are made and discussed with modern times – both in Britain and across the world.

Special Educational Needs

At Norfolk Community 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 enable all pupils to make progress. We do this by setting suitable learning challenges and responding to each child's different needs. Assessment against the National Curriculum allows us to consider each child's attainment and progress against expected levels.

When progress falls significantly outside the expected range, the child may have special educational needs. Our assessment process looks at a range of factors – classroom organisation, teaching materials, teaching style, and differentiation – so that we can take some additional or different action to enable the child to learn more effectively. This ensures that our teaching is matched to the child's needs.

Intervention through School Action and School Action Plus will lead to the creation of an Individual Education Plan (IEP) for children with special educational needs. The IEP may include, as appropriate, specific targets relating to history.

We enable pupils to have access to the full range of activities involved in learning history. Where children are to participate in activities outside the classroom, for example, a field trip, we carry out a risk assessment prior to the activity, to ensure that the activity is safe and appropriate for all pupils

Assessment and recording

We assess the children's work in history by making informal judgments as we observe the children during lessons. Formal assessment is not required but teacher assessment forms an integral part of teaching and learning, offering a picture of the children's achievements and supporting planning for future work. It is done by observation, discussion and examining outcomes, and will

be informally recorded to suit the teacher's needs. We report each year to parents/ carers on the targets that their child has achieved in history and the units of work that have been covered. In addition we meet parents at two parents' evenings where they are informed about their child's progress in all curriculum areas. Through our year group and curriculum newsletters we keep parents / carers informed about what aspects of the curriculum we are covering and how they can develop their child's interest in the subject.

Role of the Subject Co-ordinator

The role of the co-ordinator is largely to ensure the history curriculum is being delivered in a way which meets the learning objectives and hopefully inspires and motivates the children. The co-ordinator aims to continually improve the Humanities provision within the school. This is done by:

- Creating suitable medium term plans for each programme of study.
- Monitoring the teaching and learning of history.
- Offering advice and support to colleagues.
- Keeping up to date with any new subject developments.
- Purchasing, ordering and maintaining teaching resources whilst managing a delegated budget.
- Taking the lead in policy development and continuing to ensure progression and continuity through school.
- Leading staff meetings and training days.

Resources

We have are continually reviewing resources in our school to be able to teach all the history units in our Scheme of Work. We keep these resources in a central store where there is a box of artifacts and primary and secondary evidence sources for each unit of work. In the library we have a good supply of history topic books. We use Sheffield Teachers' Library to enhance our existing resources.

Equal opportunities

We aim to provide equal access to history for all children. Activities are differentiated to ensure that all children are able to access the topic at their own level, thereby ensuring every child reaches their potential. All children's efforts and achievements will be praised. We wish to encourage full and active participation by all children irrespective of ability. We also value personal worth and self esteem, for example, sensitivity and awareness of other cultures. We reject discrimination. Particular care should be taken in history that there is no discrimination on grounds of gender, race or class. Through the teaching of history we will promote mutual respect and tolerance for all cultures. We also encourage responsible citizenship and social inclusion.

Monitoring and review

The history subject leader is responsible for monitoring the standard of the children's work and the quality of teaching in history. The history subject leader is also responsible for supporting colleagues in the teaching of history, for being informed about current developments in the subject, and for providing a strategic lead and direction for the subject in the school. The history subject leader gives the headteacher an annual action plan in which s/he evaluates the strengths and weaknesses in the subject and indicates areas for further improvement.