WENSLEY FOLD CE PRIMARY ACADEMY
HISTORY POLICY

MISSION STATEMENT

The school values and recognises the uniqueness of each individual child and acknowledge their fundamental right to be educated to their full potential in a safe, secure and caring environment. The school, which has a Christian heritage, will, in partnership with parents and the extended community, aim to make each day count for all

The aim of history teaching is to stimulate the children's interest and understanding about the life of people.

We help pupils gain knowledge and understanding of Britain's past and that of the wider world. 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.

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 doing so, to develop the skills of enquiry, analysis, interpretation and problem solving. In history, children find evidence, weigh it up and reach their own conclusions. To do this they need to be able to research, sift through evidence, and argue for their point of view – skills that are prized in adult life.

We are fortunate at Wensley Fold to be situated in an area which is rich in historical heritage both locally and regionally; these are developed where possible.

AIMS

The aims of history teaching at Wensley Fold School are:

- To instil in the children a curiosity and understanding of events, places and people in a variety of times and environments.
- To develop an interest in the past and an appreciation of human achievements and aspirations.
- To understand the values of our society.
- To learn about the major issues and events in the history of our own country and of the world and how these events may have influenced one another.
- To encourage a sense of chronology so that children can organise their understanding of the past and of main events and developments and where they themselves fit into this framework.

- To understand how the past was different from the present and that people of other times and places may have had different values and attitudes from ours.

- To understand the nature of evidence by emphasising the process of enquiry and by developing the range of skills required to interpret primary and secondary source materials.

- To distinguish between historical facts and the interpretation of those facts.

- To understand that events have a multiplicity of causes and that historical explanation is provisional, debatable and sometimes controversial.

- To make pupils aware of the social, cultural, religious, economic, technological, scientific and ethnic diversity of the societies studied.

- To encourage a lively and questioning approach to history which will encourage children to enjoy their learning/

OBJECTIVES

By the end of the primary phase children should have had the opportunity to:

a) listen to presentations and story telling
b) research information, including finding and recording information from Information Technology resources and library materials
c) discuss and debate
d) ask questions
e) take part in individual or group investigations
f) use role play, drama or games
g) take part in fieldwork, including visits to museums or historical sites and listen to visitors in school
h) sort, organise and analyse information from historical artefacts, written, visual and oral sources
i) record and display their work in a variety of forms including visual and written work, models and work produced on the computer
j) continue to develop a historical vocabulary

CURRICULUM

It is essential that a broad range of ways of learning should be involved in understanding historical knowledge, skills and concepts. Wherever and whenever possible the children should be given experience of historical heritage in the local and more distant environment. Visitors should be invited into school if appropriate.

EARLY YEARS

In the Foundation Stage the children are provided with a wide range of activities and opportunities as prescribed in the Early Years Foundation Stage Curriculum 'Understanding of the World'. Planning for historical experiences include many outdoor activities which allow children to have first-hand experience of the historical environment. Many of the outdoor play provision activities are also used as a source of learning.

KEY STAGE 1

During Key Stage 1, pupils learn about people's lives and lifestyles. They find out about significant men, women, children and events from the recent and more distant past in Britain and the wider world. They listen, and respond to stories and use sources of information to help them ask and answer questions. They learn how the past is different from the present.

KEY STAGE 2

During Key Stage 2 pupils learn about significant people, events and places from both recent and more distant past. They learn about change and continuity in their own area, in Britain and in other parts of the world. They look at history in a variety of ways, for example from political, economic, technological and scientific, social, religious, cultural or aesthetic perspectives. They use different sources of information to help them investigate the past both in depth and in overview, using dates and historical vocabulary to describe events, people and developments. They also learn that the past can be represented and interpreted in different ways.

In both Key Stage 1 and Key Stage 2, history forms part of topic work, some topics have a historical main focus. A topic based approach shows the integration of historical skills into the study of different times. Planning topics through the creative curriculum plan ensures links to different curriculum areas and opportunities to consolidate learning in different ways. History may be recorded through, for example, art, literacy or design technology. The history matrix shows when the various topics are studied within the year. When a history unit of work is being taught, at least two hours per week will be devoted to it.

Work is matched to children's individual needs and level of achievement, in order that progress will be made whatever the child's capabilities are. Work is differentiated by task, by level of support or by outcome.

RESOURCES

These can be found in topic boxes and the 'non-core subject' files in the appropriate classrooms. Key Stage 2 topic boxes are stored in the resources store cupboard. There are many history books in both the infant and junior libraries and further topic specific books can be gained by requesting a 'Topic Loan Pack'. Visits are planned to enhance learning and give hands on activity. People with an interest, or expertise, in a particular topic or area of history could be invited into school to work with the children. These might be parents, grandparents, other family members, neighbours or representatives of the local community.Wherever possible we use first hand experiences as a stimulus for an area of study, including the use of:

- Artefacts
- Photographs

- School records
- Visits to buildings and sites of historical interest
- Oral accounts from visitors to school
- DVD's and CD ROMs

ICT

Information and Communication technology enhances our teaching of history, wherever appropriate, in all key stages. This more than meets the statutory requirement for children to use ICT as part of their history work in Key Stage Two. Children use ICT in history to enhance skills in data handling and in presenting written work and they also research information using the Internet. Children have the opportunity to use their iPads and the digital camera to record and use photographic images.

ASSESSMENT, RECORDING AND REPORTING

Assessment is an ongoing process throughout the teaching and learning of history. It is used as a tool to measure children's achievement and to inform future planning and to facilitate differentiation. Methods of assessment in history will vary according to the nature of the task being undertaken. These could include, for example, observation, interactive dialogue or marking of children's written or pictorial work. The assessment of children's work is on-going to ensure that understanding is being achieved and that progress is being made. Feedback is given to the children as soon as possible, and marking work will be guided by the school's Marking Policy.

Reporting will include informing parents of their child's progress in history at the end of each school year. This will show the child's progress in terms of both effort and achievement and will also include historical content covered during the year.

LEARNING ACROSS THE NATIONAL CURRICULUM

History provides opportunities to promote pupils' spiritual, moral, social and cultural developments. History provides the opportunity to teach cross-curricular themes through European Awareness, Citizenship and recognition of ethnic diversity. The study of the past contains much racial and sexual stereotyping which needs to be located in a certain context of time and place. These issues need to be compared to present day attitudes and opinions. Children will be made aware of such stereotyping where it appears in the curriculum.

EQUAL OPPORTUNITIES

All children are included and have parity of access to all curricula and extra-curricular opportunities in line with the school SEN / Inclusion / Equal Opportunities policies.

REVIEW

The policy will be reviewed every two years, through and by consultation with the staff, the Head teacher and the Link Curriculum Governor and taking into account the monitoring of children's work and assessment procedures.

The History Matrix and Scheme of Work will also similarly be reviewed and updated when necessary and appropriate.

Any amendments to the policy arising from the review procedures will go to consultation with staff and Governors for discussion, approval and ratification.

EMMA DORNAN
HISTORY LEADER

Signed ……. John Leigh Chair of Governors
Date …….. June 2018