

History Policy

Introduction

This policy outlines the learning, teaching, organisation and management of History at Woodlands School .

The implementation of this policy is the responsibility of all teaching staff. The responsibility for monitoring and review rests with the Executive Headteacher, Head Of Education and Lead Teacher.

Subject Aims

History will be taught through a topic based approach whenever possible using a range of resources to support planning, teaching and assessment.

The aims of History are:

- To give pupils a sense of their own identity within our social, political, cultural and economic background and relationships.
- To prepare pupils for living and working in the contemporary world.
- To fulfil the requirements of National Curriculum.
- To ensure the progressive development of historical concepts, knowledge, skills and attitudes.
- To provide a History curriculum which is broad, balanced, relevant and differentiated.
- To promote positive attitudes towards and enthusiasm for History work in school.
- To help pupils to study life in the past – the thoughts, beliefs, emotions, problems and actions of people who related to each other and their environment.
- To help pupils gain a level of historical understanding appropriate to their age, ability and maturity.
- For pupils to value History as a subject in its own right as well as understanding its contribution to other curriculum areas and cross-curricular themes and dimensions.

Through History we can also:

Improve pupil's skills in English, Maths and I.C.T.

Develop pupil's thinking skills

Promote pupils' awareness and understanding of gender, cultural, spiritual and moral issues

In the teaching and learning of History we can identify a number of *objectives* for the pupils:

- To develop an awareness of the nature and use of evidence
- To develop a sense of chronology and time
- To build up knowledge of events and people from the past
- To appreciate thoughts, beliefs, motives and actions of people in the past
- To develop and use correctly historical language and a vocabulary of historical terms
- To build a framework of historical facts
- To encourage pupils to interpret, explain and ask historical questions, for example: Why did this happen? How do we know this is true?
- In the teaching and learning of History, we aim to develop *concepts, skills* and *attitudes*.

Concepts	Skills	Attitudes
Change	Arguing	Curiosity
Cause and effect Cause & Effect Cause & Effect Cause & Effect	Reasoning	Imagination
Similarity & Difference	Thinking	Empathy
Chronology	Using evidence	Understand others views
Time	Using historical vocabulary	
Continuity & Change	Sequencing	
	Ordering	
	Interpreting	
	Understanding	
	Explaining	
	Deducing	

In learning History pupils will:

- Use a range of sources such as people, museums, the local environment, sites, photographs, portraits, artefacts, written materials, music, ICT based materials, data, TV/video extracts.
- Investigate significant issues from the past.
- Work in a variety of contexts – individually, in groups and as a whole class.

- Present their knowledge and understanding in a variety of ways such as through drama, art, models, various writing styles/genre, collage, timelines, sketches and maps.
- Use of role play to develop understanding and empathy.
- As they grow in confidence, begin to pose and investigate their own questions about the past.

Curriculum and School Organisation

In order to achieve the aims outlined previously, History work is organised into topic units of work in Key Stage 1 / 2 / 3. In both Key Stages, History is identified and valued as a subject in its own right. Certain units provide opportunities for the development of cross-curricular themes, dimensions and skills. Wherever possible the units of work for History are enriched by looking at the History of the local and regional area and how this relates to British and World History.

Pupils may occasionally be asked to undertake some homework activities or tasks as part of their History work. This could involve for example, completing a questionnaire or researching information from the local library.

People with an interest in or expertise in a particular topic or area of History may be invited into school to work with the pupils.

Class Organisation and Teaching Style

Teaching staff are responsible for their own class organisation and teaching style while ensuring that these complement and reflect the overall aims and philosophy of Woodlands School . Every effort is made to ensure that work is differentiated. Whole class teaching may take place. The organisation of the class will be matched to the learning task or activity, the History topic being studied and resources being used.

It is also the responsibility of teaching staff to enhance pupils learning wherever possible with 'learning outside the classroom' activities or planned trips, depending on the topic.

Assessment, Record Keeping, Reporting

Teaching staff gather evidence of what individual pupils know, understand and can do in history by observing them at work, listening to and discussing with them, and evaluating any work they produce. Pupils are assessed using the History assessment grids. (See Assessment policy).

Equal Opportunities

All teaching staff are responsible for ensuring that all pupils, irrespective of gender, ability, ethnicity and social circumstances, have access to the whole curriculum and opportunities to make the greatest progress possible in all areas of the curriculum. Every member of staff is responsible for the day-to-day operation of the policy in terms of promoting good practice.

Special Educational Needs

It is especially important that those pupils with special needs have full access to History. Pupils experiences should be identical but not necessarily the outcome.

Resources

A wide range of History resources are available. These include pupils reference books, teacher resource books and packs, pictorial resources including photographs, photo packs and picture packs, timelines, artefacts, newspapers, local history documents, and DVD's, Resources are stored centrally in one area.

The Lead Teacher is responsible for maintaining the History resources and monitoring their use. Resources are replaced and purchased by the Lead Teacher following the general school ordering procedures. Staff are encouraged to request or suggest resource items which they feel would be useful for a History topic. The purchase of resources is planned each year by the Lead Teacher.

Computing

All pupils are given the opportunity to develop their I.C.T. skills in the History programme of study and resources reflect opportunities to develop I.C.T within History topics.

Evaluation

Evaluation is carried out to enhance the teaching and learning of History within our schools. It is the responsibility of all teaching staff to monitor and evaluate the curriculum provision made for History within the school in order that pupils make the greatest possible progress.

Evaluation includes a regular evaluation of the content of the History Curriculum to ensure that requirements of the National Curriculum are being fulfilled in the best possible way. This involves reviewing the coverage of the programme of study at each Key Stage. Pupils' progress and performance is evaluated, taking account of factors which may influence this, such as teaching methods, resources, schemes of work and accommodation.

Evaluation may be through a number of methods including:

- The assessment of pupils' work and their achievements
- The analysis of teachers' planning
- Discussion amongst groups of staff or the whole staff classroom
- Evaluation sheets completed at the end of each topic.

Policy review

This policy document will be reviewed by the Executive Headteacher on an annual basis to ensure it is up to date with current legislation and best practice.

Date approved: April 2014

Date last reviewed: September 2022

Next review (or before): September 2023

Signed: 

Position: Education Director

Staff Acknowledgement

In signing this document I am confirming I have read the information and have an understanding of the procedures outlined within the information provided.

I have had the opportunity to discuss this document with a Senior Leadership member of staff to gain further clarity.

I also know that if I feel I need further guidance I know I can access through the Executive Headteacher.

School name:

Staff member name:

Position:

Date:

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