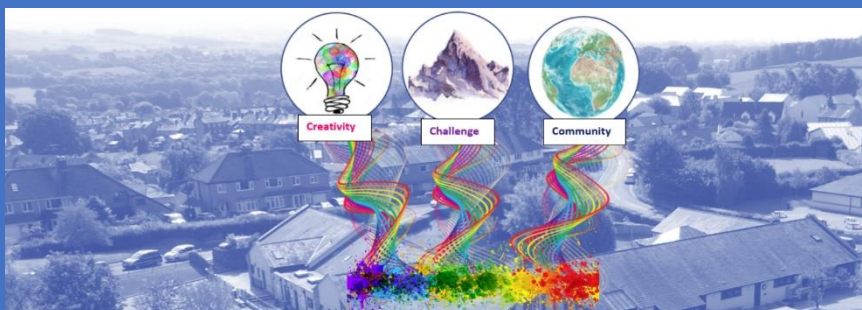
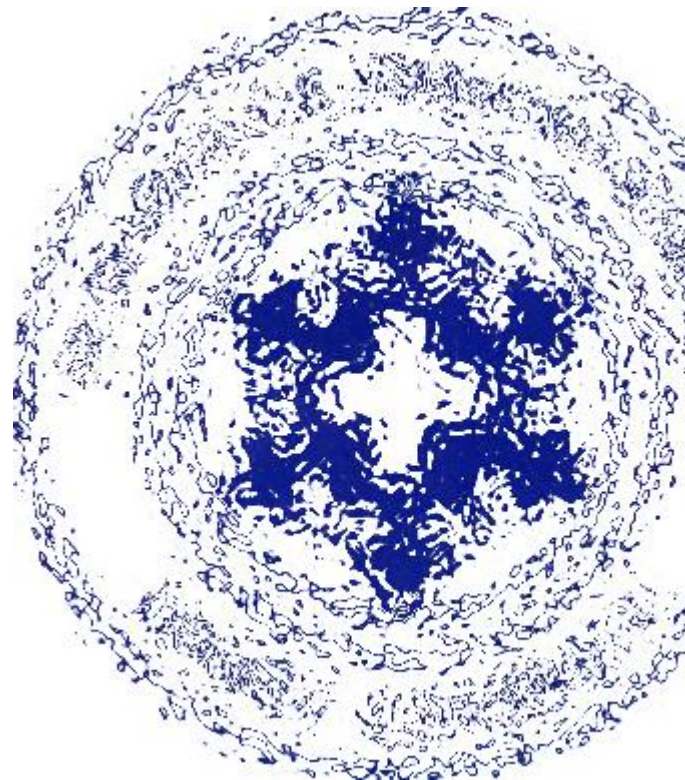


Policy for History

St Mary's CE School, Kirkby Lonsdale



Introduction

This policy outlines the teaching, organisation and management of history taught and learnt at St Mary's CE School, Kirkby Lonsdale.

The policy has been drawn up as a result of staff discussion and its implementation is the responsibility of all teaching staff. The responsibility for monitoring and review rests with the history subject leader **Brian Jones**.

The main purposes of this policy are:

- **To establish an entitlement for all pupils.**
- **To establish expectations for teachers of this subject.**
- **To promote continuity and coherence across the school.**

Aims and objectives

The aim of history teaching here at St Mary's is to stimulate the children's interest and understanding about the life of people who lived in the past. 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 and, 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 the manner in which 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 so doing, to develop the skills of enquiry, analysis, interpretation and problemsolving.

The objectives of teaching history in our school are:

- to arouse interest in the past and stimulate children's curiosity into finding out more;
- to develop knowledge and understanding of how people lived in other
- times and how those times were different from today;
- to enable children to know about significant events in British history, and to appreciate how things have changed over time;
- to develop a sense of chronology;
- to encourage thinking about cause and effect, and how the past influences the present to experience a range of representations of the past;
- to develop the ability to communicate historical knowledge in a variety of forms;
- to understand how Britain is part of a wider European culture, and to study aspects of European history;
- to have some knowledge and understanding of historical development in the wider world; to help children understand society and their place within it, so that they develop a sense of their citizenship and cultural heritage;
- to develop in children the skills of enquiry, investigation, analysis, evaluation and presentation

Teaching and learning style

History teaching focuses on enabling children to think as historians. We place an emphasis on examining historical artefacts and primary sources, and 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 (e.g. 'How do we know?') about information they are given.

We recognise that in all classes children have a wide range of ability in history, and we seek to provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this by:

- setting tasks which are open-ended and can have a variety of responses, setting tasks of increasing difficulty, some children not completing all tasks,
- grouping children by ability in the room, and setting different tasks for each ability group, providing resources of different complexity, depending on the ability of the child,
- using teaching assistants to support children individually or in groups.

Emphasis is placed on the development of skills and a historical perspective alongside factual knowledge. A variety of teaching approaches are used:

- Teacher presentations, role play, drama, storytelling.
- Question and answer sessions, discussions and debates.
- Individual and group research.
- Investigating artefacts and sources of evidence.
- Fieldwork, and visits to museums and sites of historic interest.
- Drama groups and guest speakers.

Promoting key skills through history

Through our teaching of history, we provide opportunities for pupils to develop the key skills of:

- Communication, through reading and responding to a range of sources of information, when planning and carrying out historical enquiries, through taking part in discussions, and presenting findings in a variety of ways.
- Application of number, when using dates to calculate the length of time between events, or the average life span of people living in the local area from headstones, and through carrying out calculations from databases as part of historical enquiries into trends and developments.
- Co-operation, through planning and carrying out historical enquiries that are classroom based or take place on a visit to a museum, gallery or site.
- Improving their own learning and performance, through reviewing their work at regular intervals, setting targets for improvement and assessing their achievement.
- Problem-solving, through finding out about the past by investigating a specific question or issue, deciding what information they need to know, identifying relevant sources of information and discussing their conclusions.

- Thinking skills, through work on processing and evaluating information, describing and
- explaining events and actions, and carrying out investigations of past events.

Promoting key vocabulary through history

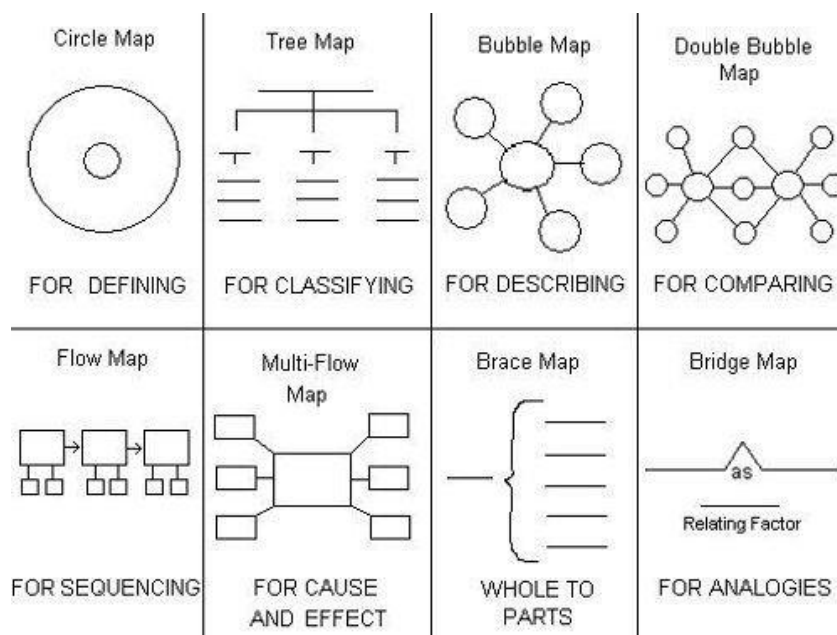
Through our teaching of history, we provide opportunities for pupils to develop the key vocabulary by:

- Kinesthetically and verbally reviewing vocabulary in all lessons
- Displaying vocabulary in books and the school environment
- Encouraging a rich use of vocabulary in learning
- Promoting stories and texts linked to historical events

History curriculum planning

We use the National Curriculum (2014) as the basis for our planning in history, building on the EYFS Curriculum. We have adapted this to reflect our local context. We ensure that there are opportunities for children of all abilities to develop their skills and knowledge in each unit, and we plan progression into the scheme of work, so that the children are increasingly challenged as they move through the school. This is further enhanced by theming units studied to enable children to make connections between units of study.

The long-term plan maps the history topics studied in each term during each key stage; this is devised in conjunction with the geography subject leader to ensure that the humanities complement each other throughout the year. We teach the knowledge, skills and understanding set out in the National Curriculum through the corresponding programme of study. We encourage the use of 'Thinking Maps' to facilitate learning.



Responding to pupils' diverse learning needs – Challenge and Support

At our school we teach history to all children, whatever their ability and individual need. This is in accordance with the school's curriculum policy of providing a broad, challenging and balanced education to all children. Through our history teaching we provide learning opportunities that enable all pupils to make good progress and recall information. We strive hard to meet the needs of those pupils with special educational needs, those with disabilities, those with special abilities and talents, new arrivals and those learning English as an additional language, pupils who are economically disadvantaged and other identified groups and we take all reasonable steps to achieve this.

Teachers' planning will set high expectations and provide opportunities for all pupils to achieve, so that everyone can take part in lessons fully and effectively. Teachers will take specific action to respond to pupils' diverse needs by:

- **creating effective learning environments, securing their motivation and concentration,**
- **providing equality of opportunity through teaching approaches – ensuring that children of all intelligences are given the opportunity to succeed and make progress,**
- **using appropriate assessment approaches to inform teaching and learning**

Health and safety

We enable all pupils to have access to the full range of activities involved in learning history. Where children are to participate in activities outside the classroom, teachers should be aware of health and safety issues. Risk assessments are undertaken prior to activities, to ensure that they are safe and appropriate for all pupils. Before undertaking a field trip, teachers are encouraged to visit the proposed area of study and fill in a risk assessment form Via the Kym Allen Health and Safety Website. The Educational Visits Lead is **Duncan Bromley**.

Child protection

We seek to safeguard children and young people by:

- **valuing them, listening to them and respecting them,**
- **adopting child protection guidelines through procedures and a code of conduct for staff and volunteers,**
- **recruiting staff and volunteers safely, ensuring all necessary checks are made,**
- **sharing information about child protection and good practice with children, parents, staff and volunteers,**
- **sharing information about concerns, with agencies who need to know, and involving parents and children appropriately,**
- **providing effective management for staff and volunteers through supervision, support and training.**

Assessment for learning and assessment of learning

The knowledge, skills and understanding in the programmes of study identify the aspects of history in which pupils make progress:

- **Chronological understanding.**
- **Knowledge and interpretation of events, people, changes in the past.**
- **Historical enquiry.**

Children demonstrate their ability in history in a variety of different ways. Teachers will assess children's work by making informal judgments during lessons. On completion of a piece of work, the teacher assesses the work and uses this information to plan for future learning. Written or verbal feedback is given to the child to help guide his or her progress. Children are also encouraged to assess their own learning and make judgments about how they can move their learning forward.

At the end of a whole unit of work, the teacher makes a summary judgement about the work produced. Teachers indicate the children who have met, have not met or have exceeded age-related expectations for that historical focus. We use this teacher assessment as a basis for assessing the progress of the child, and we pass this information on to the next teacher at the end of the year.

Resources

We make every effort to ensure that artefacts and books are available to support all units of work. We encourage the use of artifacts, visitors, visits and a varied range of non-fiction and fiction to support learning.

Monitoring and review

Role of the subject leader

It is the responsibility of the history subject leader:

- **to develop, implement and review an action plan for history, to monitor history throughout the school,**
- **to encourage staff to provide effective learning opportunities for all pupils,**
- **to develop valid activities, appropriate for children at different stages of development, which enable pupils to progress in the subject.**

Monitoring of the standards of children's work and of the quality of teaching in history is the responsibility of the history subject leader. The work of the subject leader also involves supporting colleagues in their teaching, being informed about current developments in the subject, and providing a strategic lead and direction for the subject in the school.