



POLICY DOCUMENT

History

	Name	Date
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Introduction

At Midfield Primary School, we believe that learning about the past enhances the pupils' understanding of themselves, family, community and beyond. It enables children to see the influence the past has on their lives and where they live. They begin to find out that they are part of a community, a country and a wider world with their own heritages and history. *'History shapes the customs and beliefs of the communities to which we belong. Learning about the past and the methods used to study it helps pupils makes sense of the world in which they live.'* (N.C.C.)

Aims

The aims of teaching History at Midfield are:

- to help pupils develop an awareness of the past by stimulating their interest in it and enthusiasm for learning about it.
- to develop their skill of enquiry and investigation to enable them to extend their learning through Primary and Secondary sources of information.
- to develop an awareness of the past, the way in which it is represented and how it is different from the present.
- to understand how the past has influenced the present and informs our understanding of the present.
- to develop an increasing sense of chronology.
- to use and critically evaluate historical evidence.
- to use appropriate historical vocabulary to communicate ideas.
- to contribute to pupils' knowledge and understanding of other countries and cultures.
- to challenge stereotypical images of people and prejudices.

Implementation

History is taught chronologically, in accordance with National Curriculum guidance, through the school from years 1-6 with a focus on the core knowledge philosophy and the development of key skills. Through rapid recall, quizzing, questioning and experiential learning the children build a rich bank of factual knowledge which effects the way they access all other areas of the curriculum. We also use every opportunity to also teach history across the other curriculum areas:

- History contributes significantly to the teaching of English in our school by actively promoting the skills of reading, writing, speaking and listening. Children develop oracy through discussing historical questions or presenting their findings to the rest of the class. They develop their writing ability by composing reports and letters and through using writing frames.
- History teaching contributes to the teaching of mathematics in a variety of ways. Children learn to use numbers when developing a sense of chronology through doing activities such as time-lines. Children learn to interpret information presented in graphical or diagrammatic form.

- We use ICT in history teaching where appropriate. Children use ICT in history to enhance their skills in data handling and in presenting written work, and they research information using the Internet.
- History contributes significantly to the teaching of personal, social, citizenship and health education. Children develop self-confidence by having opportunities to explain their views on a number of social questions such as how society should respond to poverty and homelessness. They discover how to be active citizens in a democratic society by learning how laws are made and changed, and they learn how to recognize and challenge stereotypes and to appreciate that racism is a harmful aspect of society. They learn how society is made up of people from different cultures and start to develop tolerance and respect for others.
- When teaching History, we contribute to the children's spiritual development where possible. Children find out how Britain has changed over time, and learn to understand that Britain's rich cultural heritage can be further enriched by the multi-cultural nature of British society today.

Planning

Foundation Stage:

History makes a significant contribution to the development of each child's Understanding (of) the World under the heading '*People and Communities*'. We provide activities such as examining photos of themselves at birth and looking for change over time, using stories that introduce a sense of time and people from the past, comparing artefacts from different times (e.g. teddies), and making the most of opportunities to value children's histories from their own and other cultures.

Key stage 1:

For children in Key Stage 1, History is about beginning to understand the concepts of past, present and future and developing an understanding of their own and their families past. Children:

- learn about peoples' lives and lifestyles by finding out about significant people and events from the past
- listen and respond to stories and use sources of information to help them ask and answer questions
- learn how the past is different from the present.

Key stage 2:

For children in Key Stage 2, History is about developing knowledge, skills and understanding of significant people, events and places from both the recent and more distant past. Children:

- learn about change and continuity in their own area, in Britain and in other parts of the world
- look at history in a variety of ways e.g. from political, economic, technological, scientific, social, religious, cultural or aesthetic perspectives
- use different sources of information to help them investigate the past, using dates and historical vocabulary to describe events, people and developments
- learn that the past can be represented and interpreted in different ways

Resources

The children of Midfield have access to a wide range of historical resources; our main corridor is a chronological timeline of the eras from the beginning of time, we have our own Celtic hut on site and within the school's central resource area there are dedicated History resource boxes containing resources and artifacts covering a range of History topics and themes. The library contains a good supply of topic books to support children's individual research. We also make use of topic boxes on loan from the local library and Bromley Museum.

Inclusion

At Midfield Primary School all children have access to History lessons and activities regardless of age, sex or ability. History forms part of the school curriculum to provide a broad and balanced education to all children. Teaching approaches provide equality of opportunity by making sure the work is suitable for both boys and girls, taking into account religious and cultural beliefs and enabling those with disabilities and/or additional needs to have full participation.

Gifted and Talented

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. Provision for gifted and talented pupils is made through differentiation. Children who show considerable ability are challenged to develop their own questions to extend their research.

Health and Safety

Precautions will be taken to ensure the safety of all children during aspects of Historical study. Particular care will be taken when the children are engaged in outdoor activities where potentially dangerous incidents could arise.

Visits to places of interest are well planned, with the adult/child ratio and education visits policy strictly adhered to. For all trips, teachers will conduct a pre-visit inspection and a risk assessment is undertaken well in advance of the trip.

Assessment

We use a combination of formative and summative assessment in History. This involves assessing children's work in History by making informal judgements as we observe them during each History lesson. On completion of a piece of work, the teacher marks the work and comments as necessary. At the end of a topic or unit of work, the teacher carries out a formal test, based on the core knowledge covered in the unit, and combines this information with their summative assessment to make a judgement about the work of each pupil if they have yet to obtain, met or exceeded the objectives. We use this as a basis for assessing the progress of the child at the end of the year.

Monitoring and review

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 History subject leader also involves supporting colleagues in the teaching of History, being

informed about current developments in the subject, and providing a strategic lead and direction for the subject in the school. The History subject leader submits an action plan annually to the curriculum lead and head teacher, in which s/he evaluates the strengths and weaknesses in the subject and indicates areas for further improvement.