

# **Collaton St. Mary C. of E. Primary School**

## **History policy**

**There are four main purposes to this policy:**

- To establish an entitlement for all pupils;
- To establish expectations for teachers of this subject;
- To promote continuity and coherence across the school;
- To state the school's approaches to this subject in order to promote public, and particularly parents' and carers', understanding of the curriculum.

## **Introduction**

The importance of history to the curriculum

History is all about people. The study of people of different types from different times and different places is the most important aspect of our work.

History fires pupils' curiosity about the past in Britain and the wider world. Pupils consider how the past influences the present, what past societies were like, how these societies organised their politics, and what beliefs and cultures influenced people's actions. As they do this, pupils develop a chronological framework for their knowledge of significant events and people. They see the diversity of human experience, and understand more about themselves as individuals and members of society. What they learn can influence their decisions about personal choices, attitudes and values.

In history, pupils 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.

## **Expectations**

By the end of Key Stage 1, the performance of the great majority of the pupils should be within the range of levels 1 to 3. Most pupils are expected to achieve level 2.

By the end of Year 4, the performance of the great majority of pupils should be in the range of levels 1 to 4. Most pupils are expected to achieve level 3.

By the end of Key Stage 2, the performance of the great majority of the pupils should be within the range of levels 3 to 5. Most pupils are expected to achieve level 4.

**The aims of history and how these contribute to the school's aims**

The school aims to:

- enable pupils to understand how and why people behave as they do now;
- enable them to understand themselves;
- give them the confidence and ability to try to improve themselves and their world;
- help them to develop a sense of responsibility for the world in which later generations will live;
- enable them to ask and answer significant questions;
- enable them to think for themselves and to reach fair and rational conclusions about complex human situations;
- inspire in them a lasting interest in, and enjoyment of, learning about the past.

To fulfil these aims it is expected that the teachers at both key stages have a secure subject knowledge so that they can organise suitable activities which develop the pupils' knowledge, understanding and skills. Through these activities it is expected that pupils:

- develop a sense of time (chronology), recognising how time is measured and that some things change and some things stay the same;
- investigate how and why events happen and how they may be linked;
- consider what it was like to live in different periods and what motivated the people who lived then – and that we cannot think in the way they thought;
- recognise that there are some things we can never know about the past and that history has to be constructed from the bits of the past that have survived;
- understand that people interpret the past differently and use different ways to present their ideas;
- make thoughtful use of a variety of sources to find out about the past;
- communicate their ideas in a variety of ways and with clarity and independence.

### **Key Stage 1**

Pupils learn about their own lives, about their families and friends in the recent past and about people and events from the more distant past. Many of the people and events selected for study are used to prepare the way for a better, deeper understanding of the same or similar periods at Key Stage 2.

### **Key Stage 2**

Pupils work on all the areas of study identified in the National Curriculum, including both the Victorians and Britain in World War 2. Teachers make references back to, and draw upon, pupils' learning at Key Stage 1.

## **Strategy for implementation**

### **Entitlement and curriculum provision**

Our scheme of work has been designed using the best elements of our own established planning and some parts of the QCA scheme. It ensures that:

- history is allocated 3.5% at key Stage 1 and 4% at Key Stage 2 of curriculum time across each key stage, and amounts to 27 hours at Key Stage 1 and 35 hours at Key Stage 2 per year;
- pupils experience history regularly at once a year and every other term on some occasions.
- at Key Stage 1 some curriculum time has been allocated so that history is the main focus, but some history is sprinkled amongst other work;
- at Key Stage 2 time to complete the units of work is clearly identified and must be adhered to;
- pupils study history from different perspectives (e.g. social, economic, political, cultural) across a range of locations (local, national and world) and from recent times to the present.
- the learning objectives for units of work cover a balance of experiences as set out in the “aims” section above;
- teachers are clear about the learning objectives for units of work but they are encouraged to try new approaches and methods;
- teachers are expected to set work that is in line with the scheme’s statement of the standards expected for the age and stage of the majority of pupils in the lesson and to set work for those pupils who are capable of going further and for those who make slower progress;
- the teachers use history to reinforce our work in literacy and to make strong links with art and geography;
- the pupils take part in visits to sites of historical interest as indicated in the termly planning at Key Stage 1 and at Key Stage 2: and learn from visitors who help pupils with the research about the past.

### **Teaching and learning**

In line with the school’s teaching and learning policy, in history teachers:

- start from pupils’ own experiences, interests and prior learning;
- revisit and build on pupils’ prior knowledge, understanding and skills;
- organise learning around questions that engage and challenge all pupils;
- make it clear what and how pupils are expected to learn and what they are expected to improve;
- give clear explanations using relevant examples and analogies;
- use a wide variety of resources and approaches;
- encourage pupils to think for themselves;
- show pupils how to communicate their findings in a variety of ways;
- show pupils how to connect what they learn in history with other subjects;
- encourage pupils to enjoy and engage in “doing” history;
- be reflective about their teaching and the impact that it has on the pupils’ acquisition of historical knowledge, understanding and skills.

## **Assessment and recording**

Teachers analyse pupils' progress at the end of each school year to complete the annual report to parents. This is achieved by analysis of the teachers' end-of-unit assessments. These assessments record the attainment (in terms of historical knowledge, understanding and skills) achieved by the majority of the pupils in the year group. This is supplemented by the assessment of those pupils who exceed expectations significantly and who fall significantly short of the expectations.

Before each unit of work teachers establish the pupils' level of knowledge, understanding and skills. Teachers do this by reference to previous assessments and through discussion, questioning and the technique of concept mapping. These assessments are used to refine planning so that activities are suitably challenging.

## **Continuity and progression**

To ensure that pupils build a coherent sense of the past:

- general notes for each unit identify relevant prior learning;
- teachers make links to earlier learning by asking questions along the lines "Do you remember when we ...?" or by saying "This is rather like ...";
- teachers indicate where work is reinforced or developed in a later unit.

To ensure that there is progression in the standards expected and achieved;

- general notes for each unit summarise what is expected from the majority of pupils;
- teachers use the Devon Curriculum Service QCA summary of progression in history and the level descriptions;
- learning objectives show progression in how pupils' thinking and responses develop from simple assertions using description to explanation and analysis;
- learning objectives expect pupils to blend skills more effectively as they progress, for example, by calling on their broader knowledge base; using more careful investigations of a range of sources to delve more deeply; and to communicate their findings in well-structured writing.

## **Inclusion**

To ensure that pupils of all abilities make worthwhile progress in history:

- all pupils tackle the same core enquiry questions;
- teachers provide suitable ways for pupils of different abilities to access difficult ideas: for example, for low-attaining pupils by narrowing the range of information to be used, by increasing the degree of support through their own advice, by using relevant resources, or by the use of other adults;
- teachers should challenge higher-attaining pupils by expecting them to interrogate more demanding sources, by expecting them to work with greater independence and by raising expectations about how they might communicate their ideas;

- teachers use a range of teaching styles in each lesson in order to match the range of learning styles represented in a typical class.

## **Organisation**

All classes are mixed ability and are taught by their class teacher. Lessons are planned from the relevant units of work.

## **Learning resources**

To make effective use of resources:

planning includes expectations for pupils to use a variety of resources across the school, including artefacts, posters, textbooks, newspapers, paintings, documents, slides, videos, ICT, visitors and historical sites.

an inventory of significant resources for each unit is kept in the history resources area alongside boxes containing resources that are unique to individual units of work. These include useful contacts (e.g. Devon Learning Resources, Devon Schools Library Service).

## **The learning environment**

When the pupils are working on a unit of work they should have good access to a relevant and appropriate timeline for the period of time under study.

Displays around the school and in classrooms should provide equal opportunities for celebrating pupils' achievements, providing information that stimulates pupils' interest and providing information about the work in hand.

## **Safe Practice**

All staff adhere to the school's health and safety policy and particular note must be taken of the policy relating to safe practice on visits/fieldwork.

## **Extra curricular opportunities and out-of-school opportunities**

There are regular fieldwork opportunities with visits linked to work on the Romans, Tudors and Victorians as well as the local study. Visits incorporate a problem-solving activity.

All pupils in Years 5 & 6 have the opportunity to take part in a residential visit once every two years which may explore sites of historical interest relevant to the units of work at the time.

## **Homework**

Homework is set in line with the school's homework policy. All homework tasks are linked to the work in hand.

At Key Stage 1 there is no regular homework set. However, pupils are expected to find out about and talk about matters of interest.

In Years 3 & 4 one small finding-out task is set during each unit of work. This might involve talking to a member of the family or researching about the names and whereabouts of near relatives. In Years 5 & 6 the pupils are expected to complete some of their work as homework. This should not take them more than 15 minutes on each occasion. In addition, they are expected to undertake reading of non-fiction books related to the work in hand and to use this information in order to complete tasks back at school.

## **The contribution of history to other subjects in the curriculum**

### **Literacy**

Work in history provides opportunities for pupils to apply their language and literacy skills. These opportunities are identified in medium-term planning and teachers exploit them fully in lessons. At Key Stage 1 pupils are expected to extend their technical vocabulary, talk about what they see and read and communicate this in different ways. They are expected to attempt to provide reasons and explanations. At Key Stage 2 pupils are expected to use vocabulary about life in the past but also about the processes of finding out about the past. They are expected to use and develop their library and research skills in order to locate information. They are expected to organise their findings and present them to different audiences and different purposes and evaluate the reliability of the sources they use.

Examples of writing for different purposes might include:

- Year 2 pupils using language of the time to write a simple account about the Great Fire;
- Year 4 pupils selecting and sorting information to explain why the Vikings were invaded and settled here.
- Year 6 pupils creating a “propaganda” newspaper about happy evacuees.

### **ICT**

Pupils at Key Stage 2 should use ICT-based sources as part of their historical enquiry. In addition, opportunities to do this are included at Key Stage 1. Examples will include:

- Year 2 pupils adding captions to explain what a painting shows about Florence Nightingale;
- Year 4 pupils using their knowledge to evaluate a simulation game about an Roman town.
- Year 6 pupils using web-sites to research life in, and the workings of, Victorian factories from the public records office site.

## **Citizenship and personal, social and health education**

History helps pupils to think for themselves, to understand how power is used and to respect diversity.

### **Examples might include:**

- Year 2 pupils acting out problems facing the Lord Mayor during the Great Fire;
- Year 4 pupils comparing Egyptian rulers and religion with the Tudors (from Year 3);
- Year 6 pupils debating in roles as supporters and opponents of factory reform.

## **Leadership and management**

### **Staff development and training opportunities**

To develop staff confidence and competence in teaching history:

- The subject leader will attend Devon Curriculum Services area conferences;
- Whole-school training needs are identified as a result of the monitoring and evaluation programme;
- Other training needs are identified through induction programmes and performance management;
- The subject leader will arrange for relevant advice and information from courses to be disseminated and, where appropriate, to be included in improvement planning and turned into practice;
- Where necessary, the subject leader leads (or arranges) school-based training;
- Teachers should refer to the "History Co-ordinator's Manual" for a wide range of useful advice.

### **Leadership and management roles**

The subject leader has the responsibility to take a lead in developing history further across the school within the school's improvement plan; monitoring the effectiveness of teaching and learning; and the use of resources. Teachers and educational support staff can expect informal support from the subject leader, support arising from the school improvement plan and identified in performance management and induction programmes.

### **How the subject is monitored and evaluated**

All teachers are responsible for monitoring standards but the subject leader, under the direction of the headteacher, takes a lead in this.

Monitoring activities are planned across the year. In summary these are: termly staff meetings to analyse samples of pupils' history work to evaluate standards (attainment and progress); the subject leader to analyse teachers' weekly planning files once per term to monitor the coverage and balance of the curriculum planned; subject leader to use two monitoring days per year to undertake lesson observations; the subject leader to discuss with the named governor the school's planning and developments twice per year. These discussions arise from governors' planned visits; the subject leader monitors ongoing displays and work in hand in classrooms by termly visits, outside of lesson time; the subject leader to prepare a short summary for the governing body once per year; the subject leader and headteacher to analyse annual teacher assessments; to sample the reliability of these in each class using the school's portfolio once per year; the subject leader and headteacher to monitor results of statutory assessments annually; the headteacher to monitor annual reports to parents.

### **Review**

This policy will be reviewed biannually in line with the school's policy review programme. The subject leader is responsible for reporting to the governors' curriculum committee about the quality of its implementation and its impact on standards. In the light of this, policy amendments may be made.

Implemented January 2001

Review January 2003