

Weston Turville CE School

Mission Statement

TO PURSUE WISDOM WITHIN A CHRISTIAN ETHOS

HISTORY POLICY

Co-ordinator	Miss L Butcher
Policy Updated By	Miss L Butcher
Policy Agreed	Spring 1999
Revised	Spring 2003, Autumn 2007, Summer 2012
Revised	Spring 2019
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Aims and Objectives of History at Our School

History teaching offers opportunities to develop children's sense of identity through learning about the development of Britain, Europe and the wider world. It introduces children to what is involved in understanding and interpreting the past, and the understanding of the present by reference to records and artefacts left by previous generations. It also encourages reflection from the children about how present day decisions can affect their future lives, learning from the past to process current changes and challenges. Teachers aim to:

- provide all children with a rich and broad environment in order to stimulate an understanding, enthusiasm and interest in, and curiosity about past historical personalities, events and issues.
- provide children with a sense of their own identity with knowledge and understanding of their own cultural roots and those of other cultures in the modern world.
- develop a sense of chronology.
- develop knowledge, skills and concepts, in particular the skills of enquiry, analysis and evaluation.
- enable children to organise and communicate historical information using a variety of methods.
- use other areas of the curriculum to enrich the teaching of history.

History and the National Curriculum

The 2013 National Curriculum for history aims to ensure that all pupils:

- know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world
- know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind
- gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'
- understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses
- understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed
- gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history;

between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.

History is taught and assessed within the school's creative, skills-based curriculum, based on the Chris Quigley approach, via integrated topics (see the school's infant and junior topic plans). These topics include the historical periods as set out in the National Curriculum 2013. They are as follows:

Skills

The study of history requires the development of a range of skills in order to interpret primary and secondary source material, as laid out in the Chris Quigley Essential Skills documentation. We develop the following skills in children throughout their time at Weston Turville School with clear progression year on year so that children have:

- ❖ An excellent knowledge and understanding of people, events, and contexts from a range of historical periods and of historical concepts and processes.
- ❖ The ability to think critically about history and communicate ideas very confidently in styles appropriate to a range of audiences.
- ❖ The ability to consistently support, evaluate and challenge their own and others' views using detailed, appropriate and accurate historical evidence derived from a range of sources.
- ❖ The ability to think, reflect, debate, discuss and evaluate the past, formulating and refining questions and lines of enquiry.
- ❖ A passion for history and an enthusiastic engagement in learning, which develops their sense of curiosity about the past and their understanding of how and why people interpret the past in different ways.
- ❖ A respect for historical evidence and the ability to make robust and critical use of it to support their explanations and judgments.
- ❖ A desire to embrace challenging activities, including opportunities to undertake high-quality research across a range of history topics.

Organisation

Early Years: (Knowledge and Understanding of the World) Activities are planned using Curriculum guidance for the foundation stage leading through the stepping stones and Early Learning Goals.

Key Stages 1&2: History is taught as part of a topic based approach to the curriculum and draws on the expectations from the National Curriculum.

The predominant mode of working in history is class teaching, with co-operative group work and individual work used as appropriate. Within this structure groups are usually of mixed ability and relevant questioning and discussion is encouraged.

History is usually taught by class teachers who are encouraged to arrange for speakers and visitors to come into school and to organise visits to museums, sites of historical interest etc. These provide children with a wide variety of opportunities for historical research and experience.

The school's topic plan ensures that sufficient time is allocated in each year group to history and, whilst it is taught in topic blocks, pupils experience the equivalent of 1 hour per week.

Individual teachers produce medium term plans for each term which are sent to the headteacher as well as being saved on the T-drive in the computer suite for the use of the humanities coordinator. Class teachers prepare short-term plans. Where possible, a teaching assistant will support pupils so that they are all able to access the curriculum confidently.

Recording

Children may record work as individuals or groups and recording can take a variety of forms, e.g. writing for purpose, diagrams, field work sketches or enquiry, computing, wall displays, drama or role play, models, collages, audio files and video recordings. A combination of forms should be used in each year group.

Assessment

Both formative and summative assessments are used to plan the next stage of learning. Summative assessments are made using the Chris Quigley skills scheme and are recorded on 'skills-based assessment grids' at the end of each topic. Our focus is to assess the skills obtained THROUGH the study of specific periods in time, rather than just assessing what facts the children have remembered about each topic. The expectations are reached via differentiated 'milestones' by assessing the child's ability:

- To investigate and interpret the past
- To build an overview of world history
- To understand chronology
- To communicate historically

The skills-based assessment grids are sent to the headteacher and coordinator for analysis and are passed onto the new teacher at the end of each year. An assessment is also provided for parents in their child's end of year written report.

More Able Pupils in History

Children who are identified as more able in history have a diversity of needs. Teachers can help to respond to these needs in a variety of ways -

- Identifying their preferred learning style and provide opportunities for them to build on this (for example researching information)
- Challenge them to work outside their preferred learning style

- Planning work that builds on their interests and cultural experiences
- Setting them appropriate and individual targets for learning
- Developing thinking skills, focusing on knowing *how* as well as knowing *what* to learn.
- Structuring history around an enquiry question, giving them a problem to solve.
- Giving the child responsibility for choosing and evaluating appropriate methods of communication

Resources

History resources are stored in topic boxes in the relevant classrooms/resources room. Each box contains reference books, textbooks if available, photocopiable resources, pictures and artefacts. IT resources are stored in 'The Hub'. General resources are stored in the science and humanities cupboard in 'The Hub'.

The library contains both general reference books, which may be used only for research in the library, and books which may be borrowed. Teachers' resources are stored in the library.

Additional resources may be obtained from museums or from catalogues, after consultation with the co-ordinator as to the finance available.

Equal Opportunities

All children have the right to equal opportunities in history regardless of their gender, race, disability or cultural contexts. Care should be taken to avoid stereotyping of gender, race, faith, disability or culture, and opportunities should be made to explain contexts in which, say, females and their roles have been perceived as inferior in the past. We should ensure that both sexes, children of all cultures, faiths and social backgrounds, and those with disabilities, take an equally active part in all activities.

Monitoring by Governors

Governors may use various strategies to monitor the policy including:

- focused governor visits and subsequent reports to the governing body.
- accompanying classes on visits or observing lessons which involve visitors
- analysing children's work
- analysing teacher comments and feedback

The Role of the Humanities Coordinator

- Ensure a progressive, broad and balanced history curriculum covering the required subjects and skills from the National Curriculum
- Monitor the standards and quality of history learning throughout the school. E.g. planning scrutinies, book scrutinies, lesson observations, analysis of assessment data.

- Monitor the teaching of history throughout the school and offer support and guidance to staff. E.g lesson observations, teacher feedback to pupils, informing staff of relevant courses, drawing teachers' awareness to new resources, especially local ones.
- Raising whole school attainment in history through the above measures