



Sheldwich Primary School

History Policy

Rationale

At Sheldwich Primary School children are taught, through investigation, to interpret and develop explanations of the past and understand how it has influenced the present.

Aims

We aim to encourage children to:

- have a lasting interest in, and enjoyment of, learning about the past
- develop a sense of chronology, recognising how time is measured and that some things change whilst other things stay the same
- investigate how and why things happen and how they may be linked
- consider what it was like to live in different periods and what motivated the people of those periods
- 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

Objectives

These identify how we intend to achieve the aims. They guide, through curriculum planning and our History Scheme of work, what pupils will do in the classroom.

To have a lasting interest in, and enjoyment of, learning about the past

- lesson content is meaningful and relevant to the pupils
- lessons are linked to own lifestyle to encourage empathy

To develop a sense of chronology, recognising how time is measured and that some things change whilst other things stay the same

- use of timelines
- comparing and contrasting modern day life styles to those of the past

To investigate how and why things happen and how they may be linked

- discuss and role play events in history
- think about the repercussions of these events

To consider what it was like to live in different periods and what motivated the people of those periods

- discuss and role play different lifestyles
- empathise with people from different periods of time

To 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

- think about why and how some artefacts have survived and some have not and how historians have to cope with this

To understand that people interpret the past differently and use different ways to present their ideas

- compare and contrast different accounts of the past

- present ideas in a variety of ways

To make thoughtful use of a variety of sources to find out about the past

- using a variety of resources and sources during lessons
- when possible visit historical places of interest

To communicate their ideas in a variety of ways and with clarity and independence

- use of different presentation techniques
- allowing pupils to choose a method of presentation

Principles of Teaching and Learning

Differentiation

We use a range of strategies to support pupils. A few of these, particularly relevant to history are:

- the use of several levels of difficulty of vocabulary in class lessons by the teacher
- different levels of written/oral questions for pupils investigating photographic or other visual materials

For our able pupils we expect:

- a greater range of resources to be used
- extension tasks to be provided
- greater independence in working

Breadth and Balance

Our scheme of work is based on the history National Curriculum programmes of study. In the Early Years history is developed through the desirable learning outcomes of knowledge and understanding of the world. In Key Stages 1 and 2, History is taught in a clearly identified way through the range of topics.

Continuity and Progression

Historical skills are identified in the scheme of work and are the methodology for teaching and learning about the subject. For example, skills are not taught in isolation but always relate to a time or period.

Variety

Pupils will be engaged in active learning based around the development of historical enquiry and its related information finding and analysis skills, as expressed in our aims and objectives.

- We want pupils to ask historical questions
- Collect data through field work and class work to help answer these
- Process data and present what they find
- Comment accurately or analyse their findings and reflect on them

Relevance

We use our pupil's own historical knowledge to involve and motivate them

- We use topical events and famous people e.g. Fireworks night, Florence Nightingale or Henry VIII etc. to help inspire an interest in the subject
- We motivate pupils to learn about different periods of time through relating to families, inviting visitors, using artefacts and visiting historical places of interest

Cross-curricular skills and links

- English – History is an excellent subject for promoting speaking and listening, reading, writing and drama
- Maths- data handling and graphing skills
- Geography – map work and plans
- ICT – data handling, information retrieval and Internet use
- PSHE – respecting diversity
- Music – listening to music of different eras

Assessment, Recording and Reporting

- Progress in use and application of skills, including enquiry, is the key focus of summative assessment
- In each year, teachers use both formative and summative assessment to record judgement about skills development
- In lessons teachers assess progress towards the learning objectives they have set pupils and shared with them, and use their judgement to adjust future work or set targets
- Assessments are recorded following the assessment policy (see assessment policy).

Health and Safety

Please refer to School Health and Safety Guidelines

Management and Administration

The History co-ordinator leads the maintenance and development of this subject. He/she is responsible for assuring quality and standards in the subject by:

- Taking the lead in development, evaluation and amendment of scheme of work as and when necessary
- Acting as a consultant to colleagues on resources, fieldwork possibilities, curriculum changes and classroom teaching ideas
- Monitoring and evaluating pupil's work, teachers' planning and (when the school development plan requires) classroom teaching

Resources

The subject co-ordinator spends funding in line with the subject action plan and school development plan. Resources can be found in the History cupboard or by asking the History co-ordinator.

This policy has been reviewed in line with the Single Equality Scheme and does not have a negative impact on one or more of the dimensions of equality.

***Reviewed by RF: Jan 2022
To be reviewed: May 2024***