

WINGROVE PRIMARY SCHOOL



Policy Statement for History

Subject leader: John Sweet

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The purpose of History

A high-quality history education will help pupils gain a coherent knowledge and understanding of Britain's past and that of the wider world. It should inspire pupils' curiosity to know more about the past. Teaching should equip pupils to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. History helps pupils to understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time.

NC. In England: history programmes of study. Sept. 2013

Aims

In the teaching of history at Wingrove Primary School we aim:

- To develop the children's sense of identity through learning about the chronological development of Britain including; how Britain has influenced and been influenced by Europe and the wider world.
- To develop knowledge and understanding of ancient civilisations, empires, features of past non-European societies and of the achievements and follies of mankind.
- To exploit all teaching opportunities, including those which exist externally in our area, to enable the children to enjoy, make positive contributions and to achieve their full potential in the subject.
- To excite, stimulate, fascinate and to begin to generate a desire to find out more in a safe environment.
- To ensure that, throughout their work, the children are continually given opportunities to raise their standards of achievement, knowledge, skills and awareness.
- To gain historical perspective by realising that history is of the here and now and not just of the dim and distant past; history began a minute ago.
- To develop their historical skills and knowledge of researching/methods of historical enquiry i.e. making connections, analysing trends, framing questions/ arguing their points of view, sifting through the evidence and drawing conclusions, which will be prized skills in adult life.
- To develop the children's historical vocabulary, understanding terms such as empire, civilization, parliament and peasantry.

The National Curriculum

The National Curriculum describes what must be taught in Key Stages One and Two. Each teacher at Wingrove School follows this detailed guidance thus ensuring continuity and progression in the teaching and learning of history.

In the Foundation Stage - Nursery and Reception - the curriculum is guided by the Early Learning Goals which lead directly into the National Curriculum.

Planning

Planning is undertaken at three levels:

Long term planning is based on the yearly teaching programmes set out in the National Curriculum.

Medium term planning is carried out half-termly in year group teams. Teachers select their main teaching objectives from the yearly teaching programme and use the detail provided in the QCA subject document to ensure a balanced history curriculum.

Short term planning is carried out weekly in year group teams. These plans include the learning objectives for each part of the lesson, the activities chosen as the vehicle for achieving the objectives, differentiation, the use of ICT, special resources and any key vocabulary or questions. Each lesson ends with a focussed plenary.

Medium and short term planning is monitored by subject leaders and the Headteacher.

Cross Curricular Links

In order to create a cohesive and meaningful learning programme for our children, we try to identify links during the planning stage and give children the opportunity to use their subject knowledge and skills in real contexts. History is taught as an integral part of this curriculum, and links are made to other areas, where appropriate.

Teaching Methods and Approaches

Lessons follow a logical format with an introduction, direct teaching, main activity and plenary. It is made clear to the children at the start of the lesson exactly what it is they will learn as the objectives are shared with them.

The teaching at Wingrove provides opportunities for:

- Group work
- Paired work, including mixed ability and similar ability pairs, friendship and single sex.
- Whole class teaching
- Individual work

The pupils engage in:

- The development of mental skill and strategy
- Written recording
- Practical work
- Investigational work
- Drama, to explore historical issues
- Problem solving
- Historical focussed discussion
- Consolidation of basic skills and routines

At Wingrove School we recognise the importance of establishing a secure foundation in history and of teaching and using vocabulary appropriate to the task. We endeavour to set work, which is challenging, motivating and which encourages the pupils to talk about what they have been doing.

Organisation

Children are taught in mixed ability registration classes.

Foundation stage

By the end of the Foundation Stage, using the Early Learning Goals, the children are expected to have found out about the past and the present events in their own lives, those of their families and other people that they know.

The key questions for learning being;

Knowledge and understanding of the world, ELG for a sense of time,

To find out about past and present events in their own lives and in those of their families and other people they know.

1. To talk about their own family
2. To talk about past events in their lives and those of their families.
3. To show an interest in artefacts and to talk about them.

Key Stage 1

In Key Stage 1 history is about the lives and lifestyles of familiar people in the recent past and about famous people and events in the more distant past, including those from British history.

The key questions for learning being;

- Year 1;** Term 1a. The life of King Tutankhamun
1b. Moon landing
Term 2. How are toys different from those in the past?/ What were homes like long ago?
Term 3. The achievements of the Wright bros. and Amelia Earhart

- Year 2;** Term 1. Grace Darling
Term 2. Terrific Tyneside
Term 3. The Great fire of London

By the end of Key Stage One the children are expected to know about how the past is different to the present, about people's lives and life styles and about significant people and events.

Key Stage 2

In Key Stage 2 history is about people and important events and developments from recent and more distant times in the locality, in Britain and in other parts of the world.

- Year 3;** Term 1. Stone age & Celts.
Term 2. Roman invasion and settlement.
Term 3. Creative curriculum topic

- Year 4;** Term 1. Anglo-Saxon and Scots settlement.
Term 2. Ancient Egypt
Term 3. Creative curriculum topic

- Year 5;** Term 1. WW1.
Term 2. Ancient Greeks.
Term 3. Creative curriculum topic

- Year 6;** Term 1. Mayan civilisation c.AD900
Term 2. WW2
Term 3. Creative curriculum topic

By the end of Key Stage Two the children are expected to know about significant people, events and places and where they fit. About change and continuity in their own area, Britain and other parts of the world. To use first and second hand sources to investigate the past, to describe changes and to use historical vocabulary to explain and interpret historical data.

Throughout the teaching of history differentiation will be dependent upon the expectations and abilities of the children and the type of outcome that is expected. It is expected that history will be taught through speech, art, information technology, drama and that written accounts will be linked with literacy. Opportunities will also be given for research. The use of questioning will be very closely linked to the desired outcome and the ability of the group or individual.

Progression

KS1; In planning to ensure progression through teaching about the people, events and changes outlined above, teachers can introduce pupils to historical periods that they will study more fully at key stages 2 and 3.

KS2; In planning to ensure the progression described above through teaching the British, local and world history outlined above, teachers should combine overview and depth studies to help pupils understand both the long arc of development and the complexity of specific aspects of the content.

Progression involves developing historical perspective through;

Wider, more detailed and chronologically secure knowledge.

Sharper methods of enquiry and communication.

Deeper understanding of more complex issues and of abstract ideas.

Closer integration of history's key concepts. E.g. comparing main events within and across different periods/societies.

Greater independence in applying the above qualities.

Attainment

By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.

Assessment and Record Keeping

At Wingrove we are continually assessing our pupils and recording their progress.

At foundation stage photographs of displays will form a major part of the record keeping.

Though towards the end of the stage some drawings and recorded children's statements will be seen.

The history element of the learning area Knowledge and Understanding of the World, in the Foundation Stage Profile will be used and kept in the children's personal files.

In Key Stage One and Two the children's knowledge will be assessed at the end of each unit of work and will be directly linked to the key question that the unit was based upon. These will be included in the children's personal files. The key elements for each key stage will be used as a record of achievement.

Assessment outcomes are used to inform the next cycle of planning thus ensuring a match of work to the needs of the pupils and ensuring progress. Assessments are carried out on three levels:

Short-term assessments are an informal part of every lesson and it is important that they are matched to the learning outcomes and the abilities of the group. It is important that any misconceptions are explained as soon as possible, either in the marking comments or as oral feedback to the children's ongoing work, so that they're learning can progress.

Medium Term assessments are carried out half-termly. The end of unit expectations provide broad descriptions of achievement for that unit and will be used to assess the children's progress.

Long-term assessments are carried out towards the end of the school year when pupils' attainment is measured against the record of key objectives for the subject and any targets previously set. Teacher assessment, statutory and other standardised measures, where applicable, are used.

Assessment outcomes are analysed by subject leaders and provide the focus for development within the subject for the coming year. Children have skills passports which they use to record their acquisition of new skills as they move through the school. History is an integral part of this.

Display

We recognise the important role display has in informing, stimulating, motivating and celebrating the work of our pupils. The teaching of history lends itself to the art of display in that, photographs, paintings, drawings, collage, models and accounts are ways in which life, past and present can be easily demonstrated.

Reporting

All parents receive an annual written report, which includes a summary of their child's progress in history over the year.

Resources

The teaching of history is reliant upon two clear categories of resources, first hand and second hand sources.

- **First hand sources:**
Artifacts and documentation from and of the period of study.
These can be found in the packs stored in the history cupboard.
Personal accounts where possible.
- **Second hand sources:**
Books, photographs, pictures, and maps relating to the period.

These can be found in the library and the packs in the history cupboard.

- **Foundation stage**
have story packs that relate to the passing of time and people who lived a long time ago.

Equal Opportunities

As a staff we endeavour to maintain an awareness of, and to provide for, equal opportunities for all pupils in history. We aim to take into account cultural background, gender and any special need, both in our teaching attitudes and in the published materials we use with our pupils.

Children with Specific Needs (English as an Additional Language or Special Educational Needs)

Wherever possible we aim to fully include all pupils with in all lessons so that they benefit from listening and participating with others in demonstration, discussion and explanation.

Where necessary teachers will, in consultation with the specialist EAL teacher or the Inclusion Manager, draw up an individual plan for the child. Where appropriate children may work on an individualised programme with support or specialist staff. Children may also receive targeted support within the classroom.

Specific planning to meet the needs of such children is identified in the teachers' short term planning. This may take the form of simplified or modified tasks or the use of support staff.

Where appropriate a group plan is developed with common objectives and learning targets for a group.

More Able Pupils

Children will be taught within the appropriate peer group. They are extended through differentiated work. In some cases children may be taught in another year group and children in Y6 can extend to work from the Y7 objectives.

Homework

History does not form a specific part of the school's homework policy, however teachers may wish to encourage children to further their own research, to develop ideas begun in the lesson or to bring contributions to another lesson.