

St Andrew's CEVC Primary School, Great Yeldham

# HISTORY POLICY



(Review co-ordinated by Maria Trappitt  
Spring term 2011)

St. Andrew's CEVC Primary School  
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## **RATIONALE**

History concerns the past and interpretation and analysis of evidence about human experiences. It is one of the fundamental ways in which a society transmits its cultural heritage from one generation to the next. It also enables pupils of one country, or culture, to gain awareness of the perspectives and values of people in others. Through the study of History, pupils at St Andrew's Primary School should develop the skills which enable them to interpret current and past events with critical awareness, thus helping them prepare for the opportunities and responsibilities of adult life.

## **AIMS**

- To develop an interest in the past and an appreciation of human achievements and aspirations.
- To understand the values of our society and others.
- To learn about the major issues and events in the history of our country and of other countries in the world, and how these events may have influenced one another.
- To develop a knowledge of chronology within which the pupils can organise their understanding of the past.
- To distinguish between historical facts and the interpretation of those facts.
- To look for explanations of change in terms of human intentions, beliefs and motives, as well as environmental factors.
- To recognise that change and progress are not necessarily the same.

## **OBJECTIVES**

- To develop an understanding that each of us lives in and are part of a community with its own heritage and history.
- To develop an understanding of the pupils' and their families past.
- To begin to understand the concepts of past, present and future.

- To understand that evidence comes in many forms.
- To begin to distinguish between myths and legends about the past and real events and real people.
- To use historical language related to time, i.e. then & now, a long time ago, before, after.
- To develop an understanding of the history of the immediate locality and relate this to wider themes.
- To use chronological conventions i.e. BC, AD, century.
- To follow the Programmes of Study (POS) at each Key Stage of the National Curriculum, including the Foundation Stage, in order to develop knowledge and understanding of the world.
- To use a variety of recording methods, incorporating other curriculum areas.

## CHILDREN'S EXPERIENCES

The curriculum for History - according to the Long Term Curriculum Plan (LTCP), which is themed - is planned according to the National Curriculum guidance for History. The History taught to the Foundation Stage, Key Stage 1 and Key Stage 2 pupils is through the 'themed' and cross-curricular LTCP plan, which makes learning more meaningful and relevant. The essentials are:

- Developing chronological understanding.
- Knowledge and understanding of events, people and changes in the past.
- Historical interpretation.
- Historical enquiry.
- Organisation and communication.

These skills, knowledge and understanding are taught over the Key Stages, through:

- Local History study.
- British History
  1. *Romans.*
  2. *Vikings or Anglo-Saxons.*
  3. *Tudor Britain and the wider world.*
  4. *Victorian Britain or Britain since 1930.*
  5. *World War 2*
- A European History study – *Ancient Greece.*

- World History study – *Ancient Egypt or Indus Valley*.

## **THE SCHOOL PROVISION**

The school will provide these experiences of History through:

- the National Curriculum POS, using a wide range of resources including the QCA for History;
- allocating at least 4.4% of teaching time to History, in accordance to DfE guidelines, as identified by the LTCP;
- make History an integral part of the school experience.
- make appropriate class/school visits to support first hand and practical opportunities for the learning and teaching of the history curriculum.

## **ORGANISATION**

All class teachers are responsible for the teaching of History to their own class. Learning Support Assistants (LSA) – where funding permits – will carry out learning activities, directed by the class teachers, with small groups or individuals. Classes are of mixed ability, with some overlapping age groups. The length of each lesson will match the time allocation recommended by the DCFS and as identified on the LTCP.

The route to learning is well planned, stimulating, balanced, challenging and reviewed regularly. We believe that it is important for children to be stimulated, interested and enthusiastic about what is learnt and the way it is taught.

Pupils should be given opportunities, where possible, for direct experience of concepts or topics to be studied. These experiences should include visits to museums, historic sites, exhibitions or sources of archive materials including the interviewing of witnesses. It should also include the use of classroom techniques

such as drama, role-play and the use of secondary sources and ICT.

Pupils should progress in the study of History supported by an appropriate variety of approaches to learning and teaching, with assessment opportunities planned throughout.

## **MANAGEMENT**

The head teacher will have overall management of the History curriculum in consultation with the subject leader and other members of staff. On-going informal (gathering information) and formal (recording) assessment by the class teacher will inform planning. The head teacher and subject leader will also monitor the use of the foundation subject summative assessment sheets.

The role of the Subject Leader will include:

- Monitoring.
- Resources management.
- Assessment review.
- Raising awareness of developments within History learning and teaching.
- Support staff.
- Curriculum documentation.
- Policy review.

## **EQUAL OPPORTUNITIES**

All pupils will be provided with learning experiences which enable them to experience success, gain confidence and acquire competence. The teaching of History should stress the importance of valuing the cultures of others. Children should see the need to respect and be made aware of people who may be different from themselves. Pupils should be encouraged to make sound judgements, rational arguments and respect for the truth. This will be achieved through creating opportunities to listen to one another, reflecting on opinions and arguments that differ from their own, mending their own arguments in the light of new evidence or considerations.

## **BARRIERS TO LEARNING AND PARTICIPATION**

The History curriculum should fulfil the needs of all pupils. Children with Individual Education Programmes (IEPs) will have their learning needs identified and supported and where necessary with additional adult help, if available.

## **IMPLEMENTATION**

All class teachers complete long (year), medium (half-termly) and short-term (weekly) planning. This follows a common format, throughout the school. Class teachers will refer to the long-term plan and then to the POS, to identify learning objectives for the class. FS, Key Stage 1 and 2 have devised a rolling programme to ensure coverage and to demonstrate continuity and progression.

## **ASSESSMENT**

**Formative assessment** is ongoing and involves the children. **Summative assessment** takes place at the end of the half-term/term and is recorded using the foundation subject assessment sheets. The QCA guidance on standards will provide exemplifications of standards in History, and this ensures consistency in learning and teaching experiences and assessment.

The main reason for assessment is to enable the class teacher to match work to the abilities and needs of all pupils as they progress.

## **RECORDING AND REPORTING**

Annual reports are written by class teachers, identifying achievements in line with National Curriculum level descriptions. Termly parent/teacher consultations are arranged, where achievements can be reported to parents. Marking should be diagnostic and supportive, in line with the school's marking policy.

## **CROSS-CURRICULAR LINKS**

Wherever possible and appropriate History should be used in other areas of the curriculum. The LTCP clearly identifies where opportunities exist for cross-curricular work, such as Economic and Industrial understanding, Health Education, Citizenship. Skills, knowledge and understanding from other National Curriculum subjects, such as Art, Geography, Science and English, will be integrated into the History learning and teaching experiences. The values and attitudes of R.E. will also permeate aspects of History.

## **HISTORICAL RESOURCES**

History resources are located in the Resource Room (Turpin). These are divided into different historical topics e.g. Tudors, Ancient Greece. The school also has access to topic loans, including reference books and artefacts, available from the Essex Library Service. The History Leader maintains an up-to-date record of resources, which is audited on a regular basis.

## **MONITORING AND EVALUATION**

The head teacher has overall responsibility for monitoring and evaluating the curriculum, in consultation with the subject leader and the staff. Monitoring is carried out by the subject leader according to the yearly monitoring cycle, and can include lesson observations, pupil interviews, book scrutiny, learning environment and planning.

## **APPENDIX**

- DfE guidance
- QCA exemplifications of standards.
- National Curriculum 2000

- Resources audit.
- Quality of Learning and Teaching Policy.
- Policy for Assessment, Recording and Reporting.

Reviewed by Maria Trappitt **January 2011**

Shared with staff **January 2011**

Shared with Governors **June 2011**

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