

Little Melton Primary School

History Policy

Dated.....

13/05/08

Signed.....



Headteacher: Mrs. Joan Hughes

Review 2011

The aims of history teaching

History teaching in the school aims to help pupils to:

- a) develop an interest in the past, understand human achievements and learn about the major issues and events in local, British and world history;
- b) develop a knowledge of chronology together with an understanding of the similarities and differences between historical periods and that change and progress are not necessarily the same;
- c) understand that people's actions are influenced by their attitudes and values and that these may be change over time;
- d) appreciate and explain the variety of causes of historical events;
- e) understand the nature of evidence by emphasising history as a process of enquiry, by developing a range of historical skills and by reinforcing that historical explanation is provisional, debatable and open to different interpretation;
- f) foster the values and attitudes associated with the respect for evidence, the toleration of a range of opinions and the appreciation of the value of cultural diversity;
- g) develop their knowledge and understanding of other countries and cultures along with the history of the roles and relationships of men, women and children from different social and economic groups;
- h) develop important cross-curricular intellectual and social skills, including the ability to observe, analyse and communicate.

The objectives of history teaching

The objectives of history teaching in the school are based on the requirements of the National Curriculum Programmes of Study for Key Stages 1 and 2. The history curriculum of the school will therefore help pupils to experience the following key aspects of the programme of study:

a) Knowledge, skills and understanding

In both key stages 1 and 2 pupils should study five strands. These are :

- i) Chronological understanding; (*Strand A*)
- ii) Knowledge and understanding of events, people and changes in the past; (*Strand B*)
- iii) Historical interpretation; (*Strand C*)
- iv) Historical enquiry; (*Strand D*)

- v) Organisation and communication. (*Strand E*)

b) Breadth of study

In key stage 1 pupils should study at least:

- i) Changes in their own lives and those of their families;
- ii) The way of life of people in the more distant past;
- iii) The lives of significant men, women and children;
- iv) Past events.

In key stage 2 pupils should study at least:

- i) Local history;
- ii) The Romans, Anglo-Saxons and Vikings (all in overview, one in depth);
- iii) Britain and the wider world in Tudor times;
- iv) Either Victorian Britain or Britain since 1930;
- v) A European history study - Ancient Greece;
- vi) A world history study - chosen from Ancient Egypt, Ancient Sumer, the Assyrian Empire, the Indus Valley, the Maya, Benin, or the Aztecs.

(NB - The British history topics should include the histories of England, Ireland, Scotland and Wales, where appropriate, and the history of Britain in its European and wider world context.)

Parent Involvement

At Little Melton Primary School we believe that parents have a key role to play in their children's learning and therefore endeavor to involve them at all stages. On a yearly basis we send out a curriculum overview which outlines the history topics that will be covered by each class. As we teach through an integrated curriculum, history topics take on a significant role at different times of the year. As a result of this, children will often bring home work to complete and share work in school assemblies related to their topics.

Children with Special Educational Needs

We ensure that children with Special Educational Needs are recognised and follow the National Curriculum Programmes of Study through work schemes that support the child's development and build up self esteem. Where the children's specific needs provide a barrier to their history learning, we endeavor to incorporate various teaching strategies to allow them to access the curriculum at the same level as their peers and highlight these on our weekly plans as part of our differentiation considerations .

Safety Issues

In all our history based activities, safety is of primary importance and children will be constantly reminded of health and safety issues where appropriate.

Foundation Years

At Reception age children follow the Early Learning Goals where Knowledge and Understanding of the World forms one of the key elements. As part of this topics of history are regularly visited , resulting in the children being prepared with a basis for following the National Curriculum.

Guidance

Record Keeping

1. Half termly plans are annotated on a regular basis on reflection of teaching.
2. Weekly plans are evaluated and general notes are made in relation to children's achievements of the objectives set.
3. Weekly objectives are displayed in the classroom and children evaluate the level to which they feel they have met the target.

Equal Opportunities

History is taught as apart of an integrated curriculum where children take a key role in the planning of the week's activities. Their ideas are noted and selected from to be placed into the weekly planning. We ensure that all children are given the opportunity to participate in this and as a result aim to teach a curriculum that meets every pupil's needs and interests.

Marking Policy

All staff at Little Melton Primary School have a positive approach to the children's work. Every effort is made to praise as much of a child's work as possible. All teachers are aware of the dangers of undermining a child's confidence in the work they are doing by a thoughtless word or action. Help should be sought without fear and given willingly and freely. Staff will be able to guide and help children in a positive way by encouraging them to look objectively at, and to evaluate the quality of the

work they produce. Most children can see their own errors if they are given time and confidence to understand the task required of them.

To this end all teachers endeavor to mark as much work **with** the children as possible. There are obvious limits to this where the children are starting to produce greater quantities of work. When a teacher marks a piece of work, it is marked so that the child understands what they have done. If there are elements of a child's work that are not up to the standard expected by the teacher, then a line or a small dot to indicate a problem will suffice when supported by a verbal comment from the teacher.

Assessment

Key objectives from the weeks learning are displayed in class and through discussion these are assessed by both pupils and teachers to indicate the level at which they have been met. In addition to this, teachers keep notes alongside their weekly plans where comments can be made about children who do not meet or who exceed the objectives set and as a result specific needs can be addressed.

Staffing

Little Melton Primary School recognises that the best resource for teaching history is the quality and experience of the teaching staff. Teachers are supported by the history co-ordinator on a day to day basis at an informal level. In addition to this, the co-ordinator will visit teachers in the classroom on a regular basis to see the history policy working in the classroom. The staff look to the co-ordinator for advice and to support their work in the classroom. The co-ordinator will look at a selection of the children's history work regularly.

Resources

Specific topic books and resources are kept within the year group. More general resources are kept in the school library and humanities cupboard. They are available to everyone. Visitors/ trips also support learning.

Schemes of Work

The QCA Schemes of Work are used loosely as a supporting resource for some of the areas of history teaching, although all teaching staff are keen to use different resources made available. This is essential in a child led curriculum where activity ideas are subject to change on a weekly basis.

Review and Evaluation

The School standards are monitored by the history co-ordinator regularly:

- by reviewing the planning
- by moderating the history work across the school
- by visiting and observing classes
- by reviewing teacher evaluations

The History Policy will be reviewed in line with the School Development and Improvement Plan.