

# Castleton&Glaisdale Federation

## History Policy June 2015

*“How do you know who you are unless you know where you’ve come from? How can you tell what’s going to happen, unless you know what’s happened before? History isn’t just about the past. It’s about why we are- and about what’s next.”*

-Tony Robinson, actor and television presenter.

History is a Foundation subject in the National Curriculum. This policy outlines the purpose, nature and management of the history taught in our school.

### Aims

At Castleton and Glaisdale Schools, the aims of history are:

- To foster in children an interest in the past and to develop an understanding that enables them to enjoy all that history has to offer
- To enable children to know about significant events in British history and to appreciate how things have changed over time
- To develop a sense of chronology
- To know and understand how the British system of democratic government has developed and , in so doing, to contribute to a child’s citizenship education
- To understand how Britain is part of a wider European culture
- To have some knowledge and understanding of historical development in the wider world
- To help children understand society and their place within it, so that they develop a sense of their cultural heritage
- To develop in children the skills of enquiry, investigation, analysis, evaluation and presentation

### Planning

Castleton&Glaisdale Federation uses the National Curriculum programme of study to ensure coverage of the periods and aspects of history to be taught. Long term planning at KS1 and KS2 is based on a four year rolling programme.

QCA units of work are used if they fit in with the chosen units.

Topics have been chosen to

- Enable the children to learn more about the local area
- Introduce the children to events and periods in British history that changed society and influenced the way we live now
- Make children aware of cultures and civilisations of countries other than our own.

The units are taught in ways to suit the children in the class and the time of the year. Time allocated to the subject varies- it may be taught in a block and at other times taught as the occasion arises- e.g. Guy Fawkes and Bonfire night.

Where possible it is also taught through the other subjects of the curriculum. E.g. Art, Design and Technology, Geography, Literacy, Numeracy etc.

Field visits and visiting experts and borrowed artefacts enhance the children's experiences. All activities whether in or out of school comply with the guidelines in the school health and safety policy. Appropriate risk assessments are carried out before taking children on educational visits.

Use is made of ICT -especially the use of the Internet for research.

Role play and drama bring history to 'life'.

### **Teaching and Learning Style**

History teaching focuses on enabling children to think as historians. We recognise that in all classes there are children of widely-different abilities in history and seek to provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child.

We set common tasks which are open-ended and can have a variety of responses.

Different tasks are set for different abilities and are of increasing difficulty.

Resources of different complexity are used depending on the ability of the child.

Classroom assistants support children individually or in groups.

Opportunities are provided for children of all abilities to develop their skills and knowledge in each unit and we build planned progression so that children are increasingly challenged as they move up through the school.

### **Teaching History to Children with Special Educational Needs**

We teach history to all children, whatever their ability. We provide learning opportunities that enable all pupils to make progress. We set suitable learning challenges and respond to each child's different needs. Teacher assistants support children to enable more effective learning to take place.

### **Foundation Stage**

History is taught as an integral part of the topic work covered during the year. We relate the history side of the children's work to the objectives set out in the Early Learning Goals which underpin the curriculum planning for children in the Foundation Stage.

### **Assessment and Reporting**

Assessment is continuous and focuses on the progression of skills. Children are observed during history lessons and are assessed on the part they play in class discussion and from written work they produce. Children are assessed at the end of each term (see attached sheet) and a level is given which is entered in the child's individual portfolio. Children's progress in History is reported to parents through the annual written report.

## **Resources**

There is a selection of books in the school library to support pupils' learning and research. The school also has topic packs for each history unit containing books, videos, posters, computer software, audio tapes etc. A visit to an appropriate site and inviting experts to visit are also an important resource.

## **Community Links**

We contribute to the local community by promoting the study and understanding of the local area. Children learn about how the area has changed over time. We use the community to enrich the history curriculum where possible, for example children's grandparents are invited to come and speak about their experiences. Local historians bring photographs and postcards to show the children. The school takes part in local events such as the launching of a book about the memories of older citizens.

## **Monitoring and Review**

All staff are responsible for implementing the history policy. Changes and developments of the history curriculum are dealt with during Professional Development Days and Staff meetings. Staff keep up to date with the latest ideas by attending courses.

**Review June 2018**