

Palace Wood Primary School

History Policy



Palace Wood Primary School

Written by	Liz Tristram
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Signed – Headteacher	

This policy has been impact assessed by Liz Tristram in order to ensure that it does not have an adverse effect on race, gender or disability equality

HISTORY POLICY
PALACE WOOD PRIMARY SCHOOL

This Policy outlines the purpose, nature and management of the History taught at Palace Wood Primary School. History is about people and their development over a period of time, this is essential to our understanding of the development of the modern world. Skills developed through the study of History are applicable to everyday life. History fires pupils' curiosity about the past in Britain and the wider world. Pupils consider how the past influences the present, what past societies were like, how these societies organised their politics, and what beliefs and cultures influenced people's actions. As they do this, pupils develop a chronological framework for their knowledge of significant events and people. They see the diversity of human experience, and understand more about themselves as individuals and members of society. What they learn can influence their decisions about personal choices, attitudes and values.

Aims

The school aims to:

- enable pupils to understand how and why people behave as they do now;
- enable them to understand themselves;
- give them the confidence and ability to try to improve themselves and their world;
- help them to develop a sense of responsibility for the world in which later generations will live;
- enable them to ask and answer significant questions;
- enable them to think for themselves and to reach fair and rational conclusions about complex human situations;
- inspire in them a lasting interest in, and enjoyment of, learning about the past.

Teaching history well will help pupils to

- develop a sense of time (chronology), recognising how time is measured and that some things change and some things stay the same;
- investigate how and why events happen and how they may be linked;
- consider what it was like to live in different periods and what motivated the people who lived then – and that we cannot think in the way they thought;
- 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.

Curriculum

The children undertake a broad and balanced programme that takes account of abilities, aptitudes and physical, emotional and intellectual development. Through

history the children learn a range of skills, concepts, attitudes and methods of working.

Early Years

History is taught in Reception as an integral part of the topic work through child-initiated and adult led activities. The children are given the opportunity to find out about past and present events in their own lives, and those of their families and other people they know. In the Foundation stage history makes a significant contribution to developing a child's understanding of the world through activities such as looking at pictures of famous people in history or discovering the meaning of new and old in relation to their own lives.

Key Stage 1

During Key Stage 1, pupils learn about people's lives and lifestyles. They find out about significant men, women, children and events from the recent and more distant past in Britain and the wider world. They listen, and respond to stories and use sources of information to help them ask and answer questions. They learn how the past is different from the present.

Key Stage 2

During Key Stage 2 pupils learn about significant people, events and places from both recent and more distant past. They learn about change and continuity in their own area, in Britain and in other parts of the world. They look at history in a variety of ways, for example from political, economic, technological and scientific, social, religious, or cultural perspectives. They use different sources of information to help them investigate the past both in depth and in overview, using dates and historical vocabulary to describe events, people and developments. They also learn that the past can be represented and interpreted in different ways.

Equal opportunities

We are committed to providing a teaching environment conducive to learning. Each child is valued, respected and challenged regardless of race, gender, religion, social background, culture or disability.

Differentiation

We recognise the fact that in all classes there are children of widely-different abilities in History and we seek to provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this by: setting common tasks which are open-ended and can have a variety of responses, setting tasks of increasing difficulty, grouping children by ability and setting different tasks for each ability group (differentiation). Appropriate strategies will be employed for the very able and those with special needs.

Teaching and learning style

History teaching focuses on enabling children to think as historians. We place an emphasis on examining historical artefacts and primary sources. We encourage visitors to come into the school and talk about their experiences of events in the past. We recognise and value the importance of stories in history teaching and we regard this as an important way of stimulating interest in the past. We focus on

helping children understand that historical events can be interpreted in different ways and that they should always ask searching questions, such as 'how do we know?', about information they are given. Planning is used to set clear objectives, ensure work is matched to pupils abilities and promote progression throughout the school.

We make meaningful links to other curriculum areas, in order to enthuse children and provide an enriched curriculum. The history curriculum offers a wealth of possibilities for contexts and tasks where pupils can apply their knowledge, skills and understanding creatively. A variety of approaches will be used to cater for differing learning styles- visual, auditory and kinaesthetic: story, timelines, individual/group/class projects, classroom displays, role play and drama, artwork/model making/craftwork, map work, use of photos, artefacts and other resources, site and educational visits and problem solving/debates/reconstructions.

Resources

In Key Stage 1 (Acorns) some resources are stored in classrooms and some are stored centrally in the cupboard in the hall . In Key Stage 2 (Oaks) some resources are located in each classroom appropriate to the topics covered by each year group and some resources are stored in the cupboard next to the Art cupboard in the corridor near the Year 5 classrooms.

Assessment

History assessment is on a continuous monitoring basis involving informal techniques such as teacher observation, small group discussions, questioning about tasks and informal summative assessment. On completion of a piece of work, the teacher marks the work and comments as necessary following the school's marking policy. Reporting to parents occurs annually with a statement made in the end of year report.

Role of Subject Leader

- to be enthusiastic about History and demonstrate good practise,
- to coordinate the implementation of the school History policy,
- to ensure that planning takes account of the range of children at our school and is appropriate to their needs,
- to provide support for colleagues and arrange INSET where appropriate,
- to develop assessment and recording techniques, and ensure the collection of examples of pupil work ,
- to ensure that appropriate, well-maintained resources are available for the teaching of History,
- to keep updated on policy and practice and implement selected new ideas that are likely to improve teaching and learning in the school,
- to monitor the teaching and learning of History,
- to attend INSET provided by the LEA.
- to discuss with the Head teacher, when required, the progress of the policy throughout the school·