

Brize Norton Primary School

HISTORY POLICY

Philosophy

Historical knowledge gives children a sense of their own place in time and helps them to understand other times and cultures. Through history they learn to explore and examine evidence and to think for themselves about the passing of time and how events can effect the future. As the National Curriculum states:

‘ 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 who were are – and about what’s next.’

Aims and objectives

Through the teaching of history we expect our children to:

- Develop a sense of time and chronology and understand that some things change while others remain the same.
- Think about why things happen and link cause and effect.
- Learn about what life was like in the past and compare it to present life.
- Understand that there are different versions of past events.
- Take an active part in investigating the past and explore a range of first and second hand experiences.
- Develop a knowledge and understanding of local history.
- Develop a knowledge of historical events and people.

To enable our children to achieve these aims we plan to develop the following skills:

- To listen to, retrieve, investigate and question information.
- To formulate their own opinions and ideas regarding historical information and events.
- To record information in an appropriate and organised way bearing in mind their age, ability and factual nature of the subject.
- To share and exchange information and ideas.
- To be able to extract different information from a variety of sources e.g. primary – artefacts and secondary – pictures and books.

We aim to create a positive attitude by encouraging our children to:

- Develop an enthusiastic and enquiring approach to history.
- Have confidence when discussing historical events and be able to put forward their comments and views.
- Work cooperatively and independently.

Planning

Teachers plan using the Brize Norton School’s skills progression, Primary Frameworks and the National Curriculum, to ensure continuity and progression across the key stages.

Planning is done at three levels:

- whole school (long term)
- class (medium term)
- individual teacher’s weekly planning (short term)

Teachers plan specific learning intentions and success criteria for their lessons based on developing children’s skills, knowledge and understanding in each subject.

Where possible teachers make links between subjects to provide experiences that enrich learning and to consolidate and apply the skills that the children have learnt in a variety of contexts.

Teaching and Learning

History is taught mainly through year group topics, although stories of famous people and events may be taught in individual sessions or assemblies.

In the Foundation Stage historical concepts are taught in the context of the Early Learning Goals; promoting knowledge and understanding of the world.

At Key Stage 1 children will develop an awareness of the past and the ways in which it is different from the present. They are taught about the lives and lifestyles of people in the recent and more distant past. Through themed topic such as 'Castles' and 'Victorian school life' the children begin to develop an understanding of change over time. Topics are taught following a two-year cycle.

At Key Stage 2 the children study particular time periods and draw links between people and events over the periods studied. During Key Stage 2 the following historical time periods are taught through themed topics:

- A local study
- The Vikings in Britain
- Ancient Egypt
- Children in the second world war
- Britain in Tudor Times
- The Ancient Greeks
- The Victorians
- The Decades of the 60s and 70s

Topics are taught following a two-year cycle.

As teacher's plan using the Brize Norton skills progression, key skills are taught within the context of these historical topics. The key skills include, chronological understanding, historical interpretation, historical enquiry and organisation and communication.

Opportunities are made for children to develop an investigative/enquiry approach by studying primary and secondary evidence. Visits are encouraged by all classes to museums, local historical sites etc and visitors are invited into the school to enrich learning. All visits must meet the requirements as set out in the Health and Safety policy and full risk assessments carried out prior to the visit.

Wherever possible links are made with other areas of the curriculum, particularly English and the Arts. The use of ICT is incorporated in the teaching of history as a tool for finding and communicating information.

Resources

A stock of resources to support the most commonly taught topics are stored centrally in topic boxes found in the hall cupboards.

The library holds a wide range of books for staff and children covering most periods of history and themes. Classes have historical books related to their current topics on their classroom bookshelves. In addition, the Internet is a valuable source of information.

The County loans service provides free topic boxes and taught session in schools. A catalogue detailing their service is held in the history coordination file, in the staffroom.

Assessment

Assessment of pupil work and progress is ongoing by the class teacher and informs future planning. In the core subjects, statutory assessments are made at the end of Foundation Stage and

end of Key Stage. Parent/teacher discussions are held each term and they receive an annual report at the end of the year. Teachers record progress against key skills each term in all subjects (See Assessment Policy for further details).

Special Needs and Equal Opportunities

All children have access to the National Curriculum at a level that is appropriate to their individual needs. Teachers plan differentiated learning experiences in all curriculum subjects. Some children are withdrawn from the class individually or in small groups for additional support to be given within different subject areas. (See Special Needs and Equal Opportunities policies).

More Able, Gifted and Talented

Work in all lessons is differentiated to meet the needs within the class. Teachers plan using a 'top down' approach to ensure that the more able are challenged. Differentiation may be by outcome, support, resource or sometimes by the lesson input that is given to different groups by the teacher or a teaching assistant. All children also have individual or group targets that they are working towards. Children who have been identified as more able, gifted and talented are given opportunities to extend their learning through problem solving, investigation and open-ended activities. We create possibilities for them to work independently and with others to develop higher order thinking skills. In all subjects success criteria are set and questioning used to broaden children's knowledge and understanding whilst extending and challenging them, children are actively involved in this process. This ensures that each child is working to their full potential and being challenged at the right level. (See More Able, Gifted and Talented policy)

Homework

All classes receive homework each week mainly related to work in English or Maths. There are times that children are asked to complete research or other home-based activities related to other curriculum areas, particularly in upper Key Stage Two.

Roles and Responsibilities

The Role of the Headteacher:

The overall responsibility for each subject rests with the senior management of the school. The head, in consultation with the staff:

- determines a curriculum that is inclusive to all;
- decides the provision and allocation of resources;
- decides ways in which progress can be assessed, and records maintained;
- ensures that each subject is used in a way to achieve the aims and objectives of the school;
- ensures that there is a subject policy, and identifies a subject co-ordinator.

The Role of the Subject Co-ordinator:

- ensure the development of subject resources and the curriculum;
- supports the staff in planning for and teaching their subject;
- monitors the quality of teaching and learning through observations of lessons, reviews of teacher's plans and scrutiny of children's work;
- analyse data trends, reviewing standards and setting future priorities for development;
- promotes staff inset.

The Role of the Teacher:

Individual teachers are responsible for the implementation of each subject policy. It is their responsibility to plan appropriate experiences that teach key skills while developing children's knowledge and understanding. Teachers are responsible for assisting the co-ordinator in the monitoring and recording of pupil progress in each subject.

Review and Evaluation

This policy was drawn up by the History coordinator in consultation with the staff. September 2008.