



CROMER ROAD PRIMARY SCHOOL

History Policy

Date of Ratification by the Governing Body:	June 2015
Frequency of Review:	2 years
Date of Next Review:	June 2017

Aims and Objectives

This policy outlines the teaching, organisation and management of history taught and learnt at Cromer Road Primary School.

The aim of history teaching here at Cromer Road Primary School is to stimulate the children's interest and understanding about the life of people who lived in the past. We teach children a sense of chronology, and through this they develop a sense of identity and a cultural understanding based on their historical heritage. Thus they learn to value their own and other people's cultures in modern multicultural Britain and, by considering how people lived in the past, they are better able to make their own life choices today. In our school history makes a significant contribution to our creative curriculum. We teach children about the lives of significant individuals; key events in the past and significant historical events. We teach children to understand how events in the past have influenced our lives today; we also teach them to investigate these past events and, by doing so, to develop the skills of enquiry, analysis, interpretation and problem-solving.

The history curriculum aims to promote:

- The use of a variety of interesting, engaging and challenging approaches to learning, including opportunities to engage in observation and recording, written and oral questioning and debate
- Planned opportunities for partner talk, in English and home language
- Drama and role play
- Exploring opportunities to study a range of texts and historical documents and plan, draft and produce coherent independent writing
- Visits and field trips e.g. the RAF museum
- Visits a local history study
- An understanding of the legacy of the past e.g. every day use of words with Greek and Latin origins

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. In each key stage we give children the opportunity to visit sites of historical significance. 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.

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 in the room and setting different tasks for each ability group;
- providing resources of different complexity depending on the ability of the child;

Continuity and Progression

Within the given themes in the New National Curriculum, opportunities will be given to explore and study and teachers will ensure continuity and progression in the children's learning throughout the school. While the content of each history based learning theme is different, there should be ample opportunity to cover a range of skills, knowledge and understanding:

- Within each area of study
- Across areas of study within a key stage
- Across KS1 and KS2

Community Links

History contributes to the community by promoting the study and understanding of local sites. The school uses the community to enrich the History curriculum by inviting visitors into the school to talk about the past and recount eye-witness accounts, as well as activities in and around the Barnet and Central London.

3. History Curriculum Planning

We follow the National Curriculum Programme of study for History. We carry out curriculum planning in history in two phases (long-term and short-term). The annual long-term plan maps the history topics studied in each half- term for KS1 and KS2. Cromer Road takes a cross-curricular approach to teaching and learning of history. Some themes have a particular historical focus and in Key Stage 2 we place an increasing emphasis on independent historical study.

We use Chris Quigley's Key skills in National Curriculum subjects which identifies key skills that need to be taught in each year group.

The class teacher completes short term planning for each history lesson based on the Chris Quigley key skills. Short term plans consist of specific objectives of each lesson.

4. Foundation Stage

In the Foundation Stage, we relate the history side of the children's work to the intentions set out in the EYFS. Children's knowledge and understanding of the world is developed through activities such as, talking about the past and present events in their own lives and in the lives of family members. We may also look at pictures of famous people in history and talk about famous events.

5. The contribution of history to other subjects

English

History contributes significantly to the teaching of English in our school by actively promoting the skills of reading, writing, speaking and listening. Some of the texts that we use in English are historical in nature. Children develop oracy through discussing historical questions or presenting their findings to the rest of the class. They explore feelings and emotions through drama activities. They develop their writing ability by composing reports and letters and through using writing frames.

Maths

History teaching contributes to the teaching of mathematics in a variety of ways. Children learn to use numbers when developing a sense of chronology through doing activities such as time-lines. Children learn to interpret information presented in graphical or diagrammatic form.

Computing

We meet the statutory requirement for children to use ICT as part of their work in history at Key Stage 2. Children use ICT in history to enhance their skills in data handling and in presenting written work, and they research information using the Internet and Espresso. Children have the opportunity to use the digital camera to record and use photographic images.

Personal, social and health education (PSHE) and citizenship

History contributes significantly to the teaching of personal, social, citizenship and health education. Children develop self-confidence by having opportunities to explain their views on a number of social questions and discover how to be active citizens in a democratic society. They learn how to recognise and challenge stereotypes and to appreciate that racism is a harmful aspect of society. They learn how society is made up of people from different cultures and start to develop tolerance and respect for others.

Spiritual, moral, social and cultural development

When teaching history, we contribute to the children's spiritual development where possible. The history programme of study enables children to understand Britain's rich cultural heritage and how it is further enriched by the multi-cultural British society of today.

6. Equality of Opportunity

The history curriculum of the school will be planned, organised and taught in ways that are compatible with the school's Equal Opportunities Policy.

All areas of History aim to promote equal opportunities in accordance with the School's 'Inclusion Policy', which recognises that each pupil should have access to the curriculum regardless of gender, race, disability or learning ability (including SEN and AG&T).

The Subject Leader and class teachers will ensure that Equal Opportunities make a significant contribution to this policy and promote social inclusion. Particular care will be taken to ensure that pupils develop an awareness of:

- The causes and consequences of prejudice, discrimination and inequality together with an appreciation of the treatment of disadvantaged groups
- The need to challenge racist and sexist stereotypes, images and language
- The importance of looking at historical situations and events from a variety of cultural, social, economic and political perspectives
- The value of studying the history of a range of societies in different parts of the world and exploring the encounters between different cultures and cultural groups

7. Assessment, recording and reporting

We assess children's work in history by making informal judgements as we observe them during each history lesson. On completion of a piece of work, the teacher marks the work and comments as necessary in line with our 'Marking and Feedback Policy'. At the end of a unit of work, the teacher makes a summary judgement. We use this as a basis for assessing the progress of the child and report this to parents at the end of the year

The Subject Leader retains a small portfolio of examples of students' work that illustrates pupils' performance in each year group.

8. Resources

There is a wide range of resources for teaching and learning history. These resources are kept in the outside resource room. The library contains a good supply of topic books to support children's individual research.

9. Monitoring and review

Monitoring of the standards of children's work and of the quality of teaching in history is the responsibility of the history subject leader. The work of the history subject leader also involves supporting colleagues in the teaching of history, being informed about current developments in the subject, and providing a strategic lead and direction for the subject in the school. The history subject leader gives the head teacher an annual action plan in which s/he evaluates the strengths and weaknesses in the subject and indicates areas for further improvement. The history subject leader has specially-allocated time in which to fulfil this role by reviewing samples of children's work and visiting classes to observe teaching in the subject.