

# Thurlaston CE (Aided) Primary School



## History Policy

January 2013

Signed .....

## **History Policy**

### **Introduction**

This policy outlines the teaching, organisation and management of history taught and learnt at Thurlaston C.E. Primary School.

The policy has been drawn up as a result of staff discussion and has the full agreement of the Governing Body. The implementation of this policy is the responsibility of all teaching staff. The responsibility for monitoring and review rests with the history co-ordinator Sarah Brooks.

### **Aims**

- Fire pupils' curiosity about the past in Britain and the wider world
- Encourage thinking about how the past influences the present
- Help students develop a chronological framework for their knowledge of significant events and people
- Foster a sense of identity and an increased understanding of pupils' own position in their own community and the world
- Develop a range of skills and abilities - particularly those related to finding out about the past, explaining what happened and what people then and now think about what happened.

### **Through history we can also:**

Improve pupils' skills in literacy, numeracy and ICT

Develop pupils' thinking skills

Promote pupils' awareness and understanding of gender, cultural, spiritual and moral issues

Develop pupils as active citizens

### **In learning history pupils will:**

- Use a range of sources such as people, the local environment, sites, photographs, portraits, artefacts, written materials, ICT based materials, data, TV / video extracts
- Investigate significant issues about the past
- Work in a variety of contexts - individually, in groups, as a whole class
- Present their knowledge and understanding in a variety of ways such as through drama, art, models, various writing styles / genre, collage, timelines, sketches, maps
- As they grow in confidence, begin to pose and investigate their own questions about the past
- Children's work in class books, big books and produce displays of their work.

### **When teaching history we:**

- Always explain what we want pupils to know, understand and be able to do through the history they are about to do.
- Teaching strategies will include - explanation, questioning, direction, modelling, initiating and guiding enquiry, investigating ideas, discussing and arguing and finally listening and responding to pupil's contributions.
- Often use a key question to direct pupils' thinking / enquiry about the past
- Vary the resources and activities to ensure each pupil can be effective in finding out about and trying to explain the past
- Use starters and plenaries to ensure students fully understand what they are learning, how they learn and how well they are progressing

### **To assess pupils' progress in history we:**

- Gather evidence of what individual pupils know, understand and can do in history by observing them at work, listening to and discussing with them, and evaluating any work they produce.
- Make periodic and end of key stage judgements using QCA unit descriptors.
- The coordinator then collects these grids in once a term and monitors the progress of individuals in each class.
- Report annually to parents on how well the pupil has achieved, what s/he does well and what is needed to bring further improvements.
- As a staff we also scrutinise a range of books from each class once a year and then the co-ordinator presents all staff with feedback as regards standards, presentation etc.

### **In our curriculum history is taught:**

As a discrete subject in all classes but it is then also linked with other areas of the curriculum as appropriate such as art and literacy. The teaching of history in both key stages is organised on a two year cycle to accommodate the mixed age ranges in the classes.

### **To teach history we have a range of resources:**

Texts, artefacts, videos, sites (Espresso), photographs, portraits, primary sources, ICT and Red Resource boxes and Blue Artefact Boxes from Leicestershire Library Services.

### **To monitor and evaluate history the co-ordinator:**

- Monitors teachers' medium term planning
- Monitors the books in each class.
- Meets with pupils once a year to hear their views on how the subject is taught in the school.
- Works co-operatively with the SENCo
- Discusses regularly with the headteacher and (if applicable) the history governor, the progress with implementing this policy in the school

### **Spiritual, Moral, Social and Cultural Development**

History provides opportunities to promote -

- Spiritual development through helping pupils to appreciate the achievements of past societies and understanding of individuals who made sacrifices for particular causes.
- Moral development through helping pupils recognise that actions have consequences by considering the results of events and decisions, and to explore how different interpretations of the past reflect different viewpoints and values.
- Social development through identifying how different societies were organised and considering different political structures.
- Cultural development through helping pupils recognise differences and similarities between and within cultures over time and explore different interpretations of what constitutes culture and cultural development.