



Rushton CE (VC) Primary School
Happy Learning Together

History Policy

Rationale

The past influences all aspects of our lives. It shapes the customs and beliefs of the communities to which we belong. Learning about the past and the methods used to study it helps pupils make sense of the world in which they live.

Purpose

This policy aims to show how our school intends to fulfil its legal obligation to deliver the National Curriculum and how and where we can go beyond that to create a stimulating and exciting curriculum which will meet the future needs of the children.

Guidelines

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Aims for the teaching of history

Our aims are that all children will:

- understand the present in the context of the past
- be stimulated by and maintain an interest in the past
- help give children a sense of identity through an understanding of their cultural roots and personal or shared inheritance
- help children to learn about traditions and inheritance of other cultures in the modern world
- to prepare pupils for adult life

The process of history

History is a process which helps to explain the present through an understanding of the past. We see this process as being one of chronology, investigation and explanation of events, happenings and society with a local/national and world emphasis.

Monitoring of implementation

History will be monitored by the History Subject Leader at least biannually in order to make sure that the above aims and objectives are carried out. Evidence can be found in long/medium/short term planning and children's work. This is fed back to the subject leader's link governors.

The contribution of history to the curriculum and wider life of the school

- History uses and develops skills and knowledge from all areas of the curriculum.
- It has a methodology for thinking which forms the basis for intellectual enquiry.
- Appreciation of the nature of history and the contribution it makes to society will encourage children to develop a sense of their responsibility as members of society and of the contribution they can make to it.
- Learning in history contributes to personal development by encouraging wonder and curiosity, and a respect for the richness of all cultures.

Curriculum Coverage

History is taught from the new National Curriculum (2014) in themed topics. This is planned jointly with middle schools to ensure the whole upper KS2 curriculum is covered evenly.

Grouping

All children are taught in vertically grouped, mixed ability classes. The predominant mode of working is co-operative group work but, on occasions, it may be more appropriate for the children to work individually or as a whole class.

Specialist Educational Needs

Teachers ensure that lessons are planned so that all pupils make progress and gain positively from the lesson through a range of differentiated tasks and activities, which encourage full and active participation by all children irrespective of ability. Care needs to be taken to ensure that children with particular disabilities e.g. language or physical problems will have their individual needs met. (see Inclusion Policy and SEND Policy)
Pupils who are very able will be challenged with extended activities.

Foundation Stage

Working within the specific areas of the EYFS, particularly 'Understanding the World', the children will follow the same topics which are planned for KS1 children.

Equal Opportunities

There is a commitment to provide equal opportunities for all pupils. All history will be planned to try and ensure equal interest and involvement by both girls and boys. Multicultural education seeks to prepare pupils for life in a world where they will live and work with people of different culture, religions, languages and ethnic origins. History's role is to help pupils build an informed and balanced view of the world and their place in it.

Cross Curricular Themes and Links with Other Curriculum Areas

History has many links with other areas of the curriculum and in planning topic work teachers will link history to other appropriate curriculum areas.

Health and Safety Issues

When engaged in tasks using I.T. or other equipment children will be expected to behave in a considerate and responsible manner and to show respect for other people and the resources they are using. Children will be encouraged to think about and discuss the safety aspects of their activities. (All accidents, however slight, should be reported in the school's accident record book).

Parental Involvement

Encouraging parents to take an active part in the learning of their children is probably one of the most important ways of improving this learning. To this end we involve parents by encouraging children to go home and talk about their work, to encourage parents to help with any homework which may be set and enlisting their help in educational visits. The children are encouraged to use their parents and wider family as a resource.

History Resources

History resources and artefacts are gradually being supplemented and are located in individual classrooms, the library and the staff room. Children are encouraged to bring history resources from home e.g. old household implements, books, clothes etc. When appropriate, history topic boxes are loaned from the Stoke-on-Trent Museums' Service to enable the children to handle and study a range of artefacts in more detail.

Assessment, Recording and Reporting

Assessment of children's work is a continuous, ongoing process and work is recorded in children's topic books. Parents are informed about their children's progress whenever necessary and at least annually in the yearly report and at Parents' Evening. Children's progress in History is closely monitored and recorded using the school's foundation subject assessment system. Children not making progress are identified and work is differentiated appropriately.

Behaviour and Discipline

All children need to concentrate fully particularly in whole class teaching situations where disruptions will affect the delivery. The school's behaviour policy will guide teachers during history lessons.

Marking

Thorough and frequent marking of the children's work has several beneficial effects. For the children it is motivating to know that their work will be valued and for them to get some feedback as to its strengths and weaknesses. For the teacher it is a chance to communicate directly with the child on an individual basis to assess their progress and to inform on the effectiveness of the teaching. Marking is informed by the school's marking policy. Teachers are asked to make time available for children to respond to the comments on their written work.

Homework

In KS2, activities relating to the current topic will be included in the list of homework tasks given out at the start of each half term.

Display

Children derive much pleasure and benefit by having their work displayed. When possible samples of work will be mounted and displayed within the classroom or on other display boards throughout the school.

Rushton is a dyslexia friendly school

As a dyslexia friendly school, we will provide quality teaching, differentiated as needed.

We will identify and respond to unexpected difficulties, actively working to include all pupils so they can achieve in all areas of learning.

We feel that more children are successful when taught using dyslexia friendly teaching methods. By teaching in this way, we aim to make our teaching and learning fully accessible to all children. We will try to discover how the child learns best and use a variety of multi sensory activities including practical activities and ICT, using eyes, ears, speech, fingers, to stimulate learning.

We aim to enable children to use their strengths for learning while developing the areas they find more difficult.

Conclusion

This policy should have a positive effect on the teaching and learning of history in the school by encouraging a consistent approach throughout the school.

Monitoring

This policy and the guidelines will be reviewed when necessary - at least every four years.

Agreed by staff
Governors
To be reviewed

Agreed by