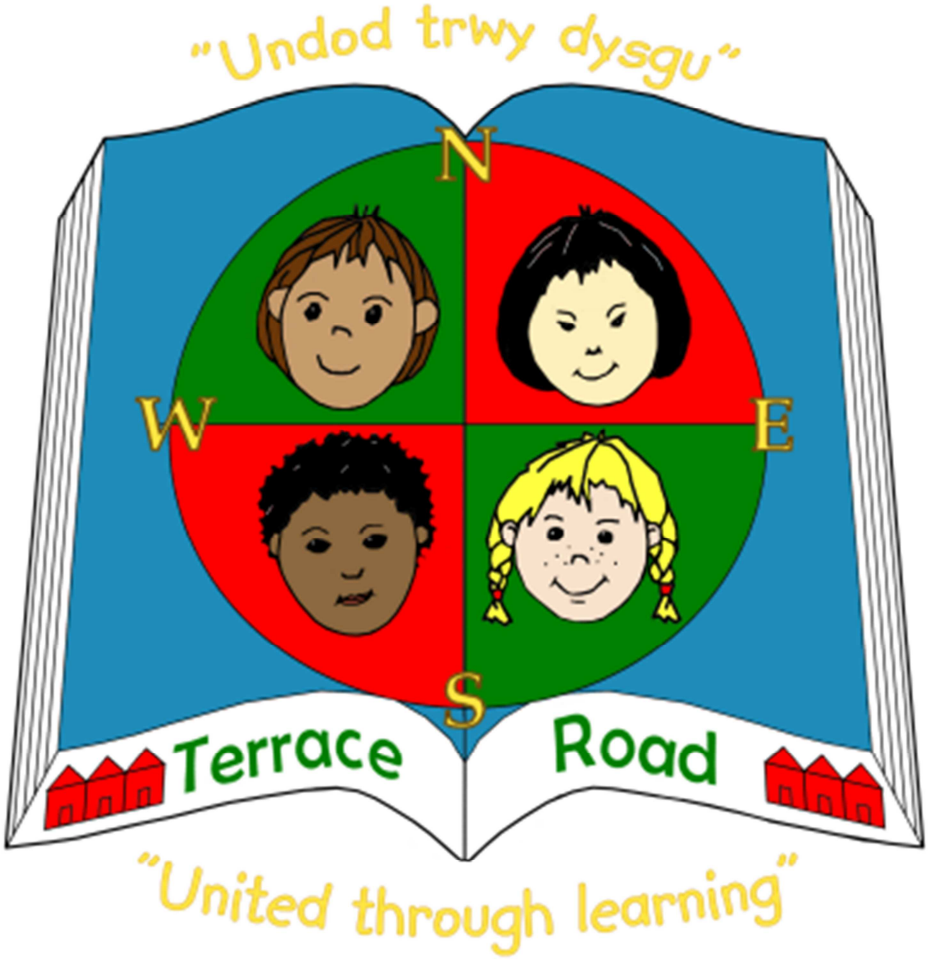
Terrace Road Primary School



History Policy

TERRACE ROAD PRIMARY SCHOOL

HISTORY POLICY

INTRODUCTION

This policy outlines the teaching, organisation and management of History at Terrace Road Primary School. It 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.

History in the Foundation Phase

History is embraced by one of the seven Areas of Learning – Knowledge and Understanding of the World. When investigating times and places, children should experience the familiar world through enquiry, investigating the indoor and outdoor environment in a safe and systematic way. They should be given experiences that help them to increase their curiosity about the world around them and help them to begin to understand past events, people and places, living things, and the work people do.

Using all their senses, they should be encouraged to enjoy learning by exploration, enquiry, experimentation, asking questions and trying to find answers. They should learn to demonstrate care, responsibility, concern and respect for all living things and the environment. They should develop and communicate using an increasing range of appropriate vocabulary. They should learn to express their own ideas, opinions and feelings with imagination, creativity and sensitivity. The children's skills should be developed across all Areas of Learning through participation in experiential learning activities and through the use of sources such as stories, photographs, maps, models and ICT.

History at Key Stage 2

At Terrace Road Primary School, we desire that learners build on the skills, knowledge and understanding and that they have already acquired during the Foundation Phase. They have experiences that make history enjoyable, interesting and significant. They develop their curiosity
about the past, the characteristics of different periods, from early times to the present, and the ways in which they are different from each other and from the present. They learn by enquiry about the ways of life of different people in these periods of history, drawing on important developments, key events and notable people in their locality, Wales and Britain. They engage in stimulating and focused historical enquiry using a wide range of sources, including representations and interpretations of the past, and organise and communicate their skills, knowledge and understanding in an increasing variety of ways.

AIMS

Our main aim is to ensure that:

• all children are taught History as specified in the National Curriculum programme of study

When teaching History we also aim to:

• develop pupils' skills in:

- Chronological Awareness
- Historical knowledge and understanding
- Interpretations of history
- Historical enquiry
- Organization and communication

• give pupils opportunities to:

- study the daily life of people living in **either** the time of the Iron Age Celts **or** the Romans
- study the daily life of people living **either** in the Age of the Princes **or** in the time of the Tudors **or** the time of the Stuarts
- study changes to people's daily lives in the locality in the nineteenth century
- study the differences in people's daily lives in two contrasting periods of the twentieth century
- carry out investigations into the history around them and into the life of people at different times and places in the past
- to ask and answer questions

• foster in pupils:

- an interest in and enjoyment of the study of history
- an understanding of the present in the context of the past
- an interest in the past and a desire to explore it further through questioning and speculation
- a sense of identity and an increased understanding of their own position in their community, in Wales and in the world
- an understanding of the multicultural society in which they live
- a deeper knowledge of how societies and people have developed over time
- an appreciation of how our knowledge of the past is reached
- an understanding of chronology and change over time and an appreciation that events have causes and consequences
- an understanding that historical events can be interpreted differently by people with differing viewpoints

- the ability to understand and use a vocabulary of historical terms

• create in pupils:

- a sense of time and chronology
- an understanding of how people in the past lived and interpreted their own lives and the world around them
- the capacity to ask questions about “when?” and “what?” but also “how?” and “why?”
- a belief in the importance of the history of Wales and of their part to play in the wider world as a global citizen

A SKILLS FOCUS
All schemes of work have been created to ensure that learners have the opportunities to develop, practise and apply the four skills identified in the programmes of study for history and the *Skills framework for 3 to 19-year-olds in Wales*.

Developing thinking
Learners develop their thinking across the curriculum through the processes of **planning**, **developing** and **reflecting**.
In **history**, learners develop their thinking skills through historical enquiry and reflection on key questions, ideas and interpretations.

Developing communication
Learners develop their communication skills across the curriculum through the skills of **oracy**, **reading**, **writing** and **wider communication**.
In **history**, learners develop their skills of oracy, reading and writing and wider communication skills through using aural and written sources and communicating ideas, opinions, arguments and conclusions.

Developing ICT
Learners develop their ICT skills across the curriculum by **finding**, **developing**, **creating and presenting information and ideas** and by using a wide range of equipment and software.
In **history**, learners develop their ICT skills by using technology in enquiries, and to develop and present their findings.

History
Developing number
Learners develop their number skills across the curriculum by **using mathematical information**, **calculating**, **and interpreting and presenting findings**.
In **history**, learners develop their number skills through developing chronological awareness, using conventions relating to time, and making use of data, *e.g. census returns and statistics*.

In addition:

Curriculum Cymreig (7–14)

Learners aged 7–14 should be given opportunities to develop and apply their knowledge and understanding of the cultural, economic, environmental, historical and linguistic characteristics of Wales.
History contributes to the Curriculum Cymreig by making local and Welsh history a focus of the study and helping learners to understand the factors that have shaped Wales and other countries today.

Personal and social education
Learners should be given opportunities to promote their health and emotional well-being and moral and spiritual development; to become active citizens and promote sustainable development and global citizenship; and to prepare for lifelong learning.
History contributes to learners' personal and social education by developing their skills of enquiry and critical thinking; their understanding of different views and interpretations of people and events; and of the way in which people have affected their environment in the past. It gives learners an historical context in which to set their lives.

Examples of activities that offer opportunities for skills development:

• using an enquiry approach to encourage learners to ask and find answers to relevant questions
• preparing class and individual timelines
• using maps of Britain, Europ and the World
• making links and connections across periods studied
• using a range of different interpretations and representations
• using a wide variety of sources
• visiting museums and historic sites
• using maps to provide a geographical context for the historical topic being investigated

HISTORICAL ENQUIRY
At Key Stage 2, learners should be supported and encouraged to take an investigative approach, giving them opportunities to ask questions, suggest how to find relevant information and evaluate their findings. They should have opportunities through the key stage to make progress in the skills of historical enquiry, developing sequences of questions and recognising the most useful ones to answer specific enquiries, as well as planning investigative approaches that build on what has already been learned.

EQUAL OPPORTUNITIES

At Terrace Road Primary School, we believe in the United Nations Convention on the Rights of the Child and the Welsh Assembly Government's overarching strategy document *Rights to Action* which states that*:*

> All children and young people must be provided with an education that develops their personality and talents to the full.

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

We seek to develop in every learner a sense of personal and cultural identity that is receptive and respectful towards others. The subject of Geography provides an excellent context for exploring the values and attitudes that will enable learners to participate in the multi-ethnic society of Wales, preparing them for life as global citizens.

TEACHING HISTORY

Teaching time

In keeping with the philosophy behind the Revised Curriculum of 2008, History at Terrace Road Primary School is taught using a thematic approach and as such there is no set model for the amount of time given over to the teaching of History on a weekly basis. This allocation may vary from term to term depending on the topic studied. The responsibility of ensuring adequate coverage of the National Curriculum for History lies first with the subject coordinator but ultimately with the individual teacher. Links will also be made to other subjects so that pupils can develop and apply their Historical skills in a range of contexts (please refer to schemes of work and Topic webs for more detail).

Out-of-class work and homework

The History lessons will provide opportunities for children to practise and consolidate their skills and knowledge, to develop and extend their techniques and strategies, and to prepare for their future learning. These may be extended through out-of-class activities or homework where appropriate.

Links between History and other subjects

History contributes to many subjects within the primary curriculum and opportunities will be sought to draw historical experience out of a wide range of activities, including workshops and trips. This will allow children to begin to appreciate and understand History in real contexts.

ADDITIONAL LEARNING NEEDS

- **Able and Talented**

Where possible, more able pupils will be taught with their own class and stretched through differentiated group work and extra challenges. When working with the whole class, teachers will direct some questions towards the more able to maintain their involvement and challenge their thinking. Very occasionally special arrangements will be made for an exceptionally gifted pupil e.g. they may follow an individualised programme with more challenging problems to tackle.

- **Pupils with particular needs**

The history lessons are appropriate for almost all pupils. Teachers will involve all pupils through differentiation.

- **Pupils with disabilities**

The Disability Discrimination Act (2006) requires schools to promote equality of opportunity for all pupils. In History we will meet this duty by:

- increasing the extent to which disabled pupils can participate in the school curriculum

- improving the learning environment to increase the extent to which disabled pupils can participate and take advantage of the History curriculum

- improving the delivery to disabled pupils of information which is provided in writing for pupils who are not disabled

- **Pupils with special educational needs and individual education plans**

Teachers will aim to include all pupils fully in their History lessons. All children benefit from participating and watching and listening to other children demonstrating and explaining their ideas. However a pupil whose difficulties are severe or complex may need to be supported with an individualized programme in the main part of the lesson.

(for more detail refer to ALN and SEN policies)

RESOURCES

- Topic boxes of books and resources (library)
- Additional resources, including historical artefacts, are borrowed from the ELRS
- DVD materials/ software
- Cameras, flipcams
- Teaching resources i.e. photocopiable materials
- Relevant web resources and sites
- The local area
- A file of key historical sites and places to visit

HEALTH AND SAFETY

In their planning of activities, teachers will anticipate likely safety issues. In the case of trips to historical sites or museums, Risk Assessments are conducted prior to the visit. Teachers will also explain the reasons for safety measures and discuss any implications with the children. Children will always be encouraged to consider safety for themselves, others and the environment and the resources they use, when undertaking historical activities.

ASSESSMENT

- **Assessment for Learning**

Ongoing formative assessment – assessment **for** learning – lies at the heart of good teaching. Through teacher assessments, an extensive knowledge of learners' strengths will be built up, as well as the areas that need further development, and this knowledge will help when planning for the next steps in pupils' learning. Learners will also gain understanding of specific learning goals and the associated success criteria so that, supported by teachers, they can develop their capacity for self-assessment and peer assessment. In this way, they can establish their current position, set and move towards targets, and discover if and when the targets have been reached.

- **Assessment of learning**

Assessment can take place at three connected levels: short-term, medium term and long-term. These assessments can be used to inform teaching in a continuous cycle of planning, teaching and assessment.

Short-term assessments will be an informal part of every lesson to check pupils' understanding and give information, which will help teachers to adjust day-to-day lesson plans. Making learning objectives and outcomes explicit in each planned lesson show children what is needed to achieve success. Assessment should inform planning so that children learn and develop skills appropriate to their abilities and understanding. Where a child's progress differs markedly from that of the rest of the class, teachers should make a note of this within their own planning evaluations. These assessments can inform annual reporting to parents and provide information for transition to the next class/phase.

Medium-term assessments will take place after each topic has been completed.

Long-term assessments could take place towards the end of the school year to assess and review pupils' progress and attainment. However, this is not statutory.

(for more details refer to Assessment policy)

MANAGEMENT OF HISTORY

Role of the Co-ordinator

- To provide leadership and direction for the subject, ensuring that it is managed and organised to meet the needs of the school and the requirements of the national curriculum
- To aim to improve the quality of teaching and learning in history to meet the needs and aspirations of all pupils
- To liaise with and support staff with matters relating to the curriculum
- To review and update the policy and schemes of work evaluating the content and method
- To manage resources effectively

- To monitor the teaching of history
- To compile a portfolio of evidence to include - samples of children's work; evaluative judgements based on the programmes of study objectives; photographs of displays, visiting history groups or speakers; history workshops; class trips; pupil questionnaires; meetings with link governor; advisory support; an audit of resources; a diary of events
- To be aware of national and local developments through reading relevant materials and attending courses as appropriate
- Meet with the link governor on a regular basis to discuss and review the subject

Role of the Headteacher

• Monitor the implementation of this policy, including monitoring teaching plans and the quality of teaching in classrooms

• Keep the governing body informed about the progress and profile of history within the school

• Deploy support staff to maximise support as appropriate

• Ensure that History retains a high profile in the school's development work