

# Wyvern Federation



## History Policy

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<b>Updated on:</b>	<b>Changes made / notes:</b>
<b>October 2012</b>	<b>Addition of representation of black and minority ethnic groups' history (section 8)</b>
<b>14.7.15</b>	<b>Philosophy for Children, p2, p3</b>
<b>14.7.15</b>	<b>New Curriculum, p2</b>
<b>17.2.16</b>	<b>4.1 Updated policy to include Aurora House curriculum 6. History links to Rights Respecting School Award</b>

## History Policy

### 1. **Aims:**

Our aim in teaching History at the Wyvern Federation is to stimulate the children's interest and understanding about the lives of people who lived in the past and past events. We teach children a sense of chronology and in doing so help them to develop a sense of identity and a cultural understanding based on their own historical heritage. This enables them to learn to value their own and other people's cultures in modern multi-cultural Britain. By reflecting on how people lived in the past, they are better able to make their own life choices today. We teach the children to understand how past events have influenced our present lives. We teach them to investigate these past events and to develop skills of enquiry, interpretation and problem-solving.

### 2. **Objectives:**

- To foster in children an interest in the past and to develop a knowledge and understanding of history and why we are who we are.
- To enable children to know about significant events in British history, and to appreciate how things have changed over time.
- To develop a sense of chronology.
- To understand how Britain is part of a wider culture, and to study some aspects of European and World history.
- To have some knowledge and understanding of historical development in the wider world.
- To help children understand society and their place within it, so that they develop a sense of their own cultural heritage.
- To develop the skills of enquiry, investigation, interpretation, organisation and presentation.
- To provide teachers with regular professional development and engage in monitoring to ensure consistently high quality teaching methods are used across the school

### 3. **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 of information. In each key stage, we give children the opportunity to visit sites and buildings 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 to understand that historical events can be interpreted in different ways, and that they should be asking questions, such as 'how do we know?', about information they are given. Teachers use regular Philosophy for Children sessions to develop children's enquiry skills and ability to discuss key historical themes and concepts.

We recognise that in all classes there will be a wide range of abilities and we aim 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 activities which are open-ended and can have a variety of responses.
- Setting challenging tasks and extension activities for the more able children.
- Setting different tasks and activities for each ability group.
- Providing learning resources appropriate to the ability of the child.
- Using classroom assistants to support children individually or in groups.

### 4. **History curriculum planning**

History is a foundation subject in the National Curriculum. We use the National Curriculum (2014) Programme of Study as the basis for our curriculum planning, but have adapted this and built on the units of work. We ensure that there are opportunities for children of all abilities to develop their skills, knowledge and understanding in each topic. We plan for progression in skills, so that the children are increasingly challenged as they move through the school.

We teach the knowledge, skills and understanding set out in the National Curriculum through the corresponding programme of study for KS1 and KS2. We carry out curriculum planning in history in three phases (long-term, medium-term and short-term). The long-term plan (curriculum overview) maps the history topics studied in each term (Terms 1-6) during each key stage. In order to address the new National Curriculum 2014, the subject leader has also produced a more detailed curriculum overview for each class with topics, key learning objectives and skills to be covered.

We aim to be cross-curricular and creative in our approach to teaching history, incorporating in particular, aspects of literacy, numeracy, art and ICT into our planning. Some teachers might also 'block' parts of their study to fit successfully with other curriculum commitments.

The class teacher writes the plans for each history lesson (short-term weekly plans). These plans detail the specific learning objectives and expected outcomes for each lesson. The class teacher keeps these individual plans for their own records, although the subject coordinator will monitor them on a regular basis.

#### 4.1 **Aurora House Curriculum**

Aurora House is a specialist provision for primary aged pupils with autism, and the pupils are all working at two or more levels below age related expectations. As part of Wyvil Primary school, Aurora House pupils access the Wyvil Curriculum at a level differentiated and individualised to their level of learning. We respect that many pupils with autism typically experience a diverse range of unique qualities that can present barriers to their learning. Teaching strategies are adapted to best suit each child's learning needs, using strategies appropriate for pupils with autism such as the TEACCH Approach, SCERTS Model, Attention Autism, Intensive Interaction, and PECS.

Pupil progress is captured using B Squared Assessments, which also supports teachers to plan individual pupil learning outcomes, and set annual learning targets in each subject for each pupil. Aurora House refers to the National Progression Guidance (DfE, 2010) to support this process, and works with Wyvil subject leaders for support.

### 5. **The Foundation Stage**

We teach history in the nursery and reception classes as an integral part of the topic work covered during the year. As the nursery and reception classes are a part of the Foundation Stage of the National Curriculum, we relate the history side of the children's work to the objectives set out in the Early Learning Goals which underpin the curriculum planning for children aged three to five. History makes a significant contribution to developing a child's knowledge and understanding of the world, through activities such as sequencing a set of pictures showing a baby growing into an adult, looking at pictures of famous people in history, looking at photographs of different generations of their family or talking about the meaning of vocabulary such as 'new' and 'old', 'now' and 'then' and 'along time ago'.

### 6. **The contribution of history to teaching in other curriculum areas**

#### 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 during literacy sessions are historical in nature. Children develop oracy skills through, for example, discussing historical questions and themes, drama, role play and presenting their findings to the rest of the class. They develop their writing ability by using and practising different writing forms such as reports, recounts, diary entries, autobiographies.

Mathematics

The teaching of history contributes to children's mathematical understanding in a variety of ways. Children learn to use numbers when developing a sense of chronology through activities such as creating time lines and through sequencing events in their own or others lives. Children also learn to interpret information presented in pictorial, graphical or diagrammatic form.

Personal, social, health and citizenship education (PSHCE)

History contributes significantly to the teaching of personal, social and health and citizenship education. Children develop self-confidence by having opportunities to explain their views on a number of social questions, such as how society should respond to poverty and homelessness. They discover how to be active citizens in a democratic society by learning how laws are made and changed, and 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, which helps them to develop tolerance and respect for others. Teachers use P4C sessions to encourage children to enquire, question and deeply consider these historical concepts and issues.

Spiritual, moral, social and cultural development

In our teaching of history, we contribute, where possible, to the children's spiritual development, as in the Key Stage 1 unit of work, 'What are we remembering on Remembrance Day?' We also provide children with the opportunity to discuss moral questions or what is right and wrong, when studying topics such as child labour in Victorian Britain. Children learn about the role of religion and the church in Tudor times, and they find out how British society has changed over time. The history programme of study enables children to understand that Britain's rich cultural heritage can be further enriched by the multi-cultural British society of today.

Rights Respecting Schools Award

Although not strictly a curriculum area, as part of being a Rights Respecting School children will compare their experiences to that of other children historically, through exploring (among others) the following articles:

**Article 2 (Non-discrimination):** The Convention applies to every child without discrimination, whatever their ethnicity, gender, religion, language, abilities or any other status, whatever they think or say, whatever their family background.

**Article 3 (Best interests of the child):** The best interests of the child must be a top priority in all decisions and actions that affect children.

**Article 4 (Implementation of the Convention):** Governments must do all they can to make sure every child can enjoy their rights by creating systems and passing laws that promote and protect children's rights.

**Article 12 (Respect for the views of the child):** Every child has the right to express their views, feelings and wishes in all matters affecting them, and to have their views considered and taken seriously. This right applies at all times, for example during immigration proceedings, housing decisions or the child's day-to-day home life.

**Article 24 (Health and health services):** Every child has the right to the best possible health. Governments must provide good quality health care, clean water, nutritious food, and a clean environment and education on health and well-being so that children can stay healthy. Richer countries must help poorer countries achieve this.

**Article 28 (Right to education):** Every child has the right to an education. Primary education must be free and different forms of secondary education must be available to every child. Discipline in schools must respect children's dignity and their rights. Richer countries must help poorer countries achieve this.

**Article 32 (Child labour):** Governments must protect children from economic exploitation and work that is dangerous or might harm their health, development or education. Governments must set a minimum age for children to work and ensure that work conditions are safe and appropriate.

**7. History and ICT**

Information and communication technology enhances our teaching of history in all key stages, particularly Key Stage 2. The children use ICT in a variety of ways, such as word-processing, finding information on the Internet, presenting information and using a variety of software such as 'Espresso'. The children have used interactive timeline software and have made creative use of digital cameras to record photographic images.

**8. History and inclusion**

At the Wyvern Federation we teach history to all children, whatever their ability and individual needs. This is in line with the school's curriculum policies of providing a broad and balanced education to all children. Through our teaching of history, we provide learning opportunities that enable all pupils to make good progress. We work hard to meet the needs of those pupils with special educational needs, those with disabilities, the gifted and talented and those learning English as an additional language. Please refer to our separate school policies for Gifted and talented, English (as an additional language) and the SEND Report.

We enable all pupils to have access to the full range of activities involved in learning history. Where children are to participate in activities outside the classroom, e.g. a visit to a building of historical importance we carry out a risk assessment prior to the activity, to ensure that the activity is safe and appropriate for all pupils.

We ensure that black and minority ethnic groups are represented in our teaching of history for example through the celebration of Black History Month and key curriculum topics include teaching about Mary Seacole as well as Florence Nightingale.

**9. Assessment for learning**

Children demonstrate their ability in history in a variety of different ways. Younger children might, for example, role play a famous historical event or write an account whilst older pupils may produce a presentation or piece of written work based on their particular investigation, for example, Victorian inventions. Teachers will assess children's work by making informal judgements during lessons. On completion of a piece of work, the teacher assesses the work and uses this information to plan for future learning. Written and verbal feedback is given to the child to help guide his or her progress. Older children are encouraged to make judgements about how they can improve their own work through self-assessment.

At the end of each history topic, the teacher makes a summary judgement about the work of each pupil in relation to National expectations. Teachers submit termly levels for the children in terms 2, 4 and 6. Children are assessed as either 'emerging, expected or exceeding'. We use this information as a basis for assessing the progress of the child, and it is passed on to the next teacher at the end of the year.

The history coordinator keeps samples of children's work in a portfolio. These demonstrate what the expected level of attainment is in history for each age group in the school.

**10. Resources**

Resources are kept in a central store. There is a box provided for each unit of work studied. Each box contains primary sources of information including artefacts, topic books, posters, paintings, pictures, photographs, software etc. Fiction books are also provided as a starting point for most units of work. The library contains a good supply of topic books and software to support children's individual research.

**11. Monitoring and review**

The coordination and overall planning of the history curriculum in terms of the topics studied are the responsibility of the subject coordinator, who also:

- Supports colleagues in their teaching by keeping informed about current developments in history and by providing a strategic lead and direction for the subject.
- Provides support and advice to staff on teaching and learning strategies.
- Provides termly summaries of work undertaken and an annual evaluation in which the strengths and weaknesses in history are reviewed and areas for further development are highlighted.
- Monitors planning and children's progress.
- Collates samples of work to show standards of attainment throughout the school.

**This policy will be reviewed at least every two years.**