

Glory Farm Primary and Nursery School, Bicester, Oxfordshire

HISTORY POLICY DOCUMENT

Aims

The aim of history teaching at Glory Farm School is to stimulate the children's interest and understanding about the life of people who lived in the past. 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 to make sense of the world in which they live and to value their own and other people's cultures.

The aims of history at Glory Farm School are:

- to foster an interest in the past
- to enable children to know about significant events in British history and appreciate how things have changed over time
- to develop a sense of chronology
- to help children understand society and their place within it, so that they can develop a sense of their cultural heritage
- to have some knowledge and understanding of historical development in the wider world
- to develop the skills of enquiry, investigation, analysis, evaluation and presentation.

History Curriculum Planning

At Glory Farm School we use our own topic plan for history based on the National Curriculum and Key Skills for curriculum planning. We include some aspects of the national scheme of work, especially at Key Stage 1, but we have adapted this by building on successful units of work already in place.

We carry out curriculum planning in three phases:

1. Long term planning maps the history topics studied in each term during each Key Stage. The History Consultant works this out with the Humanities Team and other colleagues in each age group. We teach the knowledge, skills and understanding set out in the National Curriculum.
2. Medium term planning is based on our topic plan in conjunction with the national scheme of work. It gives details of the unit of work for each term. The History Consultant keeps and reviews these plans and gives feedback to each group. There is one year cycle at both Key Stage 1 and Key Stage 2 to ensure children have complete coverage of the National Curriculum but do not repeat topics.
3. Short term planning forms part of individual teachers planning each week, focussing on the specific learning objectives and Key Skills of each lesson and builds on the medium term plans. The class teacher can discuss plan with the History Consultant and Humanities Team on an informal basis.

Foundation Stage

We teach history in Nursery and Reception as a part of the topic work covered. The work is related to the objectives set out in Development Matters leading to achieving the Early Learning Goals and develops the children's knowledge and understanding of the world and their own past.

History at Key Stage 1

History at Key Stage 1 is based on the National Curriculum and Key Skills which has been used to develop our own topic plan, as defined in the school's curriculum map. This follows a one year cycle for each year group.

- Develop an awareness of the past
- Learn about familiar and famous people and events from the recent and more distant past
- Find similarities and differences between life today and in the past
- Begin to understand how and why things change
- Use command words to describe time and the past
- Experience the sequencing of events and objects in "time order"
- Develop an understanding of how events happened and why people acted as they did
- Find out about the past using different sources of information and representations
- Develop the skills of enquiry through asking and answering questions.

History at Key Stage 2

History at Key Stage 2 is based on the National Curriculum and Key Skills which has been used to develop our own topic plan, as defined in the school's curriculum map. This follows a one year cycle for each year group.

The topics allow the children to:

- Find out about people and important events and developments from recent and more distant times
- Learn about different aspects of local, British and world history
- Discuss why things happened or changed and the consequences
- Carry out historical enquiries using a variety of sources of information and look at how and why the past is interpreted in different ways
- To use their understanding of chronology and historical terms when talking or writing about history
- Develop skills of enquiry, investigation, analysis, evaluation and presentation.

Teaching and Learning Style

History teaching focuses on enabling children to think as historians. Children have opportunities to examine historical artefacts and primary sources. They can visit sites of historical significance. We encourage visitors to come into school and talk about their knowledge and experiences of events in the past. We recognise and value the importance of stories in history teaching and the way this can stimulate interest in the past. We aim to help children understand that historical events can be interpreted in different ways. We encourage children to ask searching questions about information they are given, such as "how do we know?"

Children will be involved in listening to teachers, other adults and audio-visual materials; they will participate in discussions and formulate questions and answers; they will work individually and in groups to investigate aspects of the past; they will experience visits to a variety of historical sites; they will use artefacts, pictures, photographs, videos, tapes, books, CD ROMs and the internet.

We recognise the fact that in all classes there are children of differing abilities in history and we seek to provide suitable learning opportunities for all children by matching the task to the ability of the child. This can be achieved through open-ended tasks, tasks of increasing difficulty, different types of resources and using teaching and support staff to work with children. History is taught with an emphasis on cross curricular focus where appropriate.

Resources

The school has a collection of historical resources which are found in the library, around the school building, in the Computer Network Room and in classrooms. The resources are linked to the specific history topics. The collection includes artefacts, written sources, newspapers, literature, music, photographs, pictures, videos, reference books.

The History Consultant reviews the resource collection and keeps a catalogue of current materials as well as a list of internet web-sites relevant to topics studied.

Assessment and Recording

We assess children's work in history by making informal judgements as we observe them and their work in history lessons. On completion of a piece of work the teacher marks the work and comments as necessary.

Monitoring and Review

The work of the History Subject Leader involves supporting colleagues in the teaching of history, being informed about current developments in the subject, managing and developing resources and providing a direction for the subject in the school.

Equal Opportunity

The role of history is to help pupils build an informed and balanced view of the world and their place in it.

The study of history can aid children's understanding of "why we are as we are" and what/who has contributed to this, both as individuals, as groups, as countries / peoples, and as a world. History can aid pupils understanding of how long change takes, and how deep rooted prejudice can be.

History can also help pupils to understand how the roles of men and women are changing too.

Children with special educational needs will either be supported in their task or have carefully structured tasks to ensure a full entitlement to the history curriculum.

History 2015

Date of Approval _____

Date for Review _____

Signed _____