



HISTORY POLICY

1 AIMS AND OBJECTIVES

1.1 The aim of history teaching at Downham Preparatory School is to stimulate the children's interest and understanding about the life of people who lived in the past. We teach children a sense of chronology, and through this they develop a sense of identity, and a cultural understanding based on their historical heritage. Thus they learn to value their own and other people's cultures in modern multicultural Britain and, by considering how people lived in the past, they are better able to make their own life choices today. In our school, history makes a significant contribution to citizenship education by teaching about how Britain developed as a democratic society. We teach children to understand how events in the past have influenced our lives today; we also teach them to investigate these past events and, by so doing, to develop the skills of enquiry, analysis, interpretation and problem-solving.

1.2 The objectives of teaching history in our school are:

- to foster in children an interest in the past, and to develop an understanding that enables them to enjoy all that history has to offer;
- 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 know and understand how the British system of democratic government has developed and, in so doing, to contribute to a child's citizenship education;
- to understand how Britain is part of a wider European culture, and to study some aspects of European history;
- to have some knowledge and understanding of historical development in the wider world; World Wars 1 and 2, Napoleonic War/ Nelson (Born locally in North Norfolk), Ancient Civilisations in other countries e.g. Mayans, Ancient Egyptians, Ancient Greece. To use their knowledge of the early history of Britain to compare the lives of people in other ancient civilisations to the lives of the Ancient Britons during the same period.
- to help children understand society and their place within it, so that they develop a sense of their cultural heritage;
- to develop in children the skills of enquiry, investigation, analysis, evaluation and presentation.

2 TEACHING AND LEARNING STYLE

2.1 History teaching focuses on enabling children to think as historians. We place an emphasis on examining historical artefacts and primary sources. In each key stage we give children the opportunity to visit sites 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 understand that historical events can be interpreted in different ways, and that they should always ask searching questions, such as 'how do we know?', about information they are given.

- 2.2** We recognise that in all classes children have a wide range of ability in history, and we seek 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 tasks which are open-ended and can have a variety of responses;
 - setting tasks of increasing difficulty, some children not completing all tasks;
 - If the task involves written work we support less able pupils by providing word banks and by reducing the amount of recording to a minimum. We assess their knowledge of the period being studied by asking oral questions and discussions.

3 HISTORY CURRICULUM PLANNING

- 3.1** We have our own scheme of work as History is taught in chronological order. We start with first-life on earth, fossils, dinosaurs and their extinction, early man through to modern day. The history of other cultures and ancient civilisations is also studied – ancient Egyptians, Ancient Greeks and the Mayans.
- 3.2** We teach all the periods of history in the National Curriculum, but also many others, so that the children can work on a time-line and gain a sense of the order in which important events happened and how they link together. We ensure that there are opportunities for children of all abilities to develop their skills and knowledge in each unit, and we plan progression into the scheme of work, so that the children are increasingly challenged as they move through the school.
- 3.3** We carry out curriculum planning in history in two phases (long-term and short-term). The long-term plan maps the history topics studied in each term during each key stage. In year 6 we place an increasing emphasis on independent historical study.
- 3.4** The History teacher writes the lesson plans for each history lesson, each half-term. These plans list the specific learning objectives and expected outcomes for each lesson. The subject leader keeps and reviews these plans on a regular basis.

4 THE FOUNDATION STAGE

- 4.1** We teach history in reception classes as an integral part of the topic work covered during the year. As the reception class is 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 (ELGs), 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 dressing up in historical costumes, looking at pictures of famous people in history, or discovering the meaning of vocabulary ('new' and 'old', for example) in relation to their own lives.

5 THE CONTRIBUTION OF HISTORY TO TEACHING IN OTHER CURRICULUM AREAS

5.1 English

History contributes significantly to the teaching of English in our school by actively promoting the skills of reading, writing, speaking and listening. Children develop oracy through discussing historical questions, or presenting their findings to the rest of the class. They develop their writing ability by composing reports and letters.

5.2 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 lives. Children also learn to interpret information presented in

graphical or diagrammatic form. As part of their study on the Romans they learn to recognise and write Roman numerals.

5.3 Personal, social and health education (PSHE) and citizenship

History contributes significantly to the teaching of personal, social and health education and citizenship. 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 about Monarchy and Parliament during their study of the Stuarts, Oliver Cromwell and the Civil War. They also learn how society is made up of people from different cultures and religions, in particular the contribution made by immigrants to the U.K. after the Second World War. This fosters understanding, tolerance and respect for others.

5.4 Spiritual, moral, social and cultural development

In our teaching of history we contribute where possible to the children's spiritual development. 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 the church in Tudor times, and they find out how British society has changed over time.

5.5 Art

The History and Art departments work closely on cross curricular opportunities. e.g. Iron age/ clay pots, Romans/shield making/ mosaics, Anglo-Saxons/weaving, Vikings/ writing in runes, Tudors/writing with a quill pen. Ancient Civilisations: designing and making a Greek urn, Ancient Egyptians/ design and make a named sign using hieroglyphs, learn to draw in the style of an Egyptian artist. Mayans/ design and make masks, calendars and fans.

6 HISTORY AND ICT

Information and communication technology enhances our teaching of history, wherever appropriate, in all key stages. This more than meets the statutory requirement for children to use ICT as part of their history work in Key Stage 2. The children use ICT in a variety of ways, such as word-processing and finding information on the Internet. In year 6 they use tablet computers to research data on set topics.

7 HISTORY AND INCLUSION

- 7.1** At our school we teach history to all children, whatever their ability and individual needs, in accordance with the school's curriculum policy of providing a broad and balanced education to all children. Through our history teaching we provide learning opportunities that enable all pupils to make good progress. We strive hard to meet the needs of those pupils with special educational needs, those with disabilities and those with special gifts and talents
- 7.2** When progress falls significantly outside the expected range, the child may have special educational needs. Our assessment process looks at a range of factors – classroom organisation, teaching materials, teaching style, and differentiation – so that we can take some additional or different action to enable the child to learn more effectively.
- 7.3** 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, for example, a visit to an archaeological dig, we carry out a risk assessment prior to the activity, to ensure that the activity is safe and appropriate for all pupils.

8 ASSESSMENT FOR LEARNING

- 8.1 Children demonstrate their ability in history in a variety of different ways. Younger children might, for example, act out a famous historical event, whilst older pupils may produce a presentation based on their investigation, for example, of the story of Guy Fawkes. Teachers will assess children's work by making informal judgements during lessons. At the end of the period of history being studied, the teacher assesses the children's work and uses this information to plan for future learning. Written or 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.
- 8.2 At the end of a whole unit of work, the teacher makes a summary judgement about the work of each pupil. We use these assessments as a basis for assessing the progress of the child, which is noted and entered on each child's school report and discussed with parents on Parents' Evenings.

9 RESOURCES

- 9.1 There are sufficient resources for all history teaching units in the school. We keep these resources in the History room, where there is a box of equipment for each unit of work. We also hire loan boxes from local museums. The school library contains a good supply of topic books to support children's individual research. The computer room and tablet computers are used for research on the Internet.

10 MONITORING AND REVIEW

- 10.1 Monitoring of the standards of children's work and of the quality of teaching in history is the responsibility of the Principal, who provides a strategic lead and direction for the subject in the school.
- 10.2 This policy will be reviewed at least every two years.

Principal:	Mrs Sharpe	Date:	November 2019
Subject Leader	Mrs E Brown	Date:	November 2019

REVIEW DATE: September 2021