

	Oldfield Park Junior School		Version 1
	History Policy		
	Date	Author(s)	Notes
Drafted	12/11	Penny Jenner	Revised policy
Reviewed	12/12	Penny Jenner	Revised policy
Adopted			
Reviewed	05/16	Penny Jenner	Revised policy, ensuring the 2014 curriculum is reflected in policy.
	03/17	Melanie Green	Revised policy
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Sub-Committee: /		Governor: Mark Gunning	
This policy to be reviewed:			

History in our School

History is about people who have lived in the past and how their activities have influenced the lives, customs and beliefs of people living in their various communities throughout the world today. By learning about the past and the different methods we can use to study it, our pupils should develop a greater understanding of our world, its peoples and gain an understanding of diversity and equality across the centuries. History has an important role in the curriculum in that it arouses children's curiosity and prompts them to ask questions and seek the answers. They consider how the past influences the present. Children develop knowledge of how significant events and people fit into a chronological framework. By exploring the range of human experience they can understand more about themselves as individuals and members of society. Their learning can influence their decisions about their own choices, attitudes and values. Through history, our pupils learn the valuable skills of research, selecting and evaluating evidence, drawing conclusions and arguing their point of view. Children will also begin to develop an understanding of the passing of time.

Aims and Objectives

- To stimulate children's interest in the past
- To help children gain an understanding of time and to build a coherent sense of the past
- To help children develop enquiry skills: to be history "detectives" asking valid questions about change, cause, similarity, difference and significance
- To understand the present in the light of the past
- To introduce children to what is involved in interpreting the past thus enabling them to use information rather than just collect it

- To contribute to children's knowledge and understanding of the development of countries and cultures in Britain, Europe and the world, and so develop a sense of identity
- To contribute to the children's knowledge of diversity and inequality through the ages and across the world
- To help children build up a historical vocabulary to enable them to communicate their understanding
- To show children how our knowledge of the past is constructed by using a range of sources, focussing the children on the skills of inference and reliability
- To interest the children in our school and local heritage

Teaching and Learning

In history there are 5 key elements which are developed progressively across the Key Stage and are developed individually through the areas of study. Three of the elements are skills based and two are knowledge based. These elements are:

- Chronological understanding
- Knowledge and understanding of events, people and changes in the past
- Historical interpretation
- Historical enquiry
- Organisation and communication

Lessons have an enquiry focus with most concentrating on a historical problem, issue or question. The Learning Question (LQ) of every lesson should inform pupils of the history skill and objective of the activity and expected learning outcomes are to be shared with the children. A variety of investigative activities should be planned by teachers. Investigation, research and enquiry should be the predominant teaching and learning styles, placing the emphasis on the pupils' abilities to ask historical questions. Activities could range from observation work to enquiry investigations and from games / role play to problem-solving scenarios where pupils are encouraged to critically evaluate information and viewpoints, and make decisions. Discussion of ideas is encouraged to clarify thinking and facilitate the organisation and communication of their knowledge. By regularly summarising, recalling and carefully questioning, teachers can reinforce links between the Areas of Study (eg The Romans and the Local History Study focussing on the Georgians).

A wide range of sources, including books, maps, documents, pictures, photographs, artefacts, music, visits and visitors should be used to help the children discover the past.

All children will be given opportunities to:

- Take increasing responsibility for their work

- Work independently and in groups
- Be involved in tasks of varying duration
- Undertake teacher directed and child initiated tasks
- Undertake a balanced range of activities including: investigation, interpretation, oral and written work and role play
- Use books, documents, historical maps, ICT, charts, timelines, historical records and make visits to museums and sites of historical interest
- Ask questions and form hypotheses
- Find, record, analyse and evaluate information
- Communicate their knowledge through discussion, writing, pictures, friezes, photographs, models, maps and charts to other pupils and the teacher
- Re-create life in the past with appropriate clothes, artefacts, music and musical instruments and on occasion, food
- Evaluate and assess their work
- Compare historical periods and lifestyles

Key Principle:

Children learn best when teaching and learning activities enthuse, engage and motivate them to learn, and when they foster their curiosity and enthusiasm for learning.

There will be evidence in the learning environment of:

- Progress in the children's learning, specifically related to History skills (in their books, on the website, on the walls, in conversation, in their learning behaviour)
- investigating and considering how people lived in different historical periods and their beliefs, attitudes and values
- investigating how historical events, individuals and ideas shaped people's lives
- considering why people act like they do and, hopefully, drawing on children's sense of empathy
- using different sources of evidence be they written, oral or pictorial (including other people's experiences and knowledge)
- providing opportunities to develop ideas through collaboration and argument/discussion
- maximising links between other subjects

Equal Opportunities and Special Needs Provision

All children, regardless of race and gender, will have equal opportunities to participate in all activities. Positive attempts should be made to develop and use a wide range of resources and activities which reflect the interests and cultural background of all.

Class teachers are aware of the needs of individual pupils and these will be taken into account in the planning of activities. Similarly, class teachers use differentiation to structure learning objectives at an appropriate level for all children – learning

activities are suitably open-ended to allow a range of learning outcomes to be achieved.

Cross-Curricular Opportunities

History can support other areas of the curriculum through such things as the study of famous people, inventions, artists, musicians, events etc.. History contributes to the teaching of Literacy by actively promoting reading, writing, speaking and listening – pupils may enhance these S & L skills through discussion, debate, questioning and role play. History contributes to the teaching of maths in a variety of ways. Children may enhance their number skills when developing a sense of chronology, ie time lines, also, through the interpretation of information presented in graphical or diagrammatic form. We use computing to enhance such skills as presentation of written work and researching data.

As Oldfield Park Junior School plans the whole curriculum in a cross-curricular manner, it should be ensured that the planning of history focuses on the three key historical skills (research, interpretation, evidence) and not mere coverage of a knowledge or fact based study.

Resources

The library is generally well-stocked with books for each period studied. Most resources are in topic boxes in the Memorial Hall. An audit of resources has been undertaken and at present there are a range of books and artefacts within the school which can be accessed. A wealth of resources is available to all teachers on the internet which can be accessed in class for use with pupils via IWBs. In addition, as we are now a Heritage School, we have the added support and resources of Historic England. A named link can be accessed through the History Lead.

There will be evidence in the learning environment of:

- History resources used to support children's understanding of new concepts (key vocabulary, books, posters etc.)
- Artefacts
- Timelines
- Trips / enrichment activities

Assessment

Assessment is crucial in informing our teaching and ensuring learning is maximised. Teachers will ensure that marking provides meaningful feedback on how to do better in history, not English, and set tasks that will yield evidence of pupil's attainment against historical objectives.

We assess progress in history in the following ways:

- Formative – short term assessment to inform lesson to lesson planning
- Quality marking (to the LQ)

- Lesson evaluations and self-reflection to lead into future lesson planning
- Summative – medium term assessment to inform school and parents
- Teacher assessment based on pupil assessment and discussion

Monitoring

It is the role of the subject leader to monitor and evaluate the History Curriculum throughout the school and then report to the Head. We monitor and evaluate the curriculum in the following ways:

- Interviewing pupils
- Sampling of pupils' books
- Monitoring teachers planning and records
- Informal teacher discussion with History Lead to enhance topic knowledge and direction
- Occasional lesson observations with feedback
- Visual monitoring of topic display boards.

M Green
September 2020