

# History Policy

## Mission Statement

*As one family working together  
to be the best that we can be,  
we live, love and learn with Jesus.*

The rationale of teaching History at St Augustine's is to kindle and nurture children's curiosity about the past in Britain and the wider world. History teaching offers opportunities to develop children's sense of identity. A knowledge and understanding of the past helps them to value their own and other peoples cultures. We teach children to understand how events in the past influence current events. Investigation of past events helps children to develop the skills of enquiry, analysis, interpretation and problem-solving. Links with other subjects are made to enhance the skills learnt.

## Aims

1. To reflect St Augustine's Mission Statement.
2. To develop a body of knowledge about the past and its relation to present society.
3. To learn about history through the use of investigative, analytical and communication skills.

## Objectives

The children will:

- have a knowledge and understanding of famous people and events in the recent and distant past;
- observe similarities and differences between different periods of time;
- use historical language to communicate about events;
- investigate the past using a variety of sources and presentational skills;
- make comparisons across different time periods;
- see history as providing an integrated approach to learning;
- develop through imagination and evidence an interest in the past and empathy with the present.

## Teaching and Learning Styles

History teaching approaches are varied and balanced. Children need to study primary and secondary sources through a range of media. Whenever possible learning situations will be provided which include visits to local historical sites and museums within Handsworth and Birmingham. Children will be encouraged to interview people who may be able to give an eyewitness account of things which have happened in the parish of St Augustine's. Opportunities are provided for children to engage in drama and role play to develop their interpretation and understanding of historical events and situations. Children are encouraged to respond to questions such as: 'What might have happened?' and 'How do

things change?' Historical enquiries are used to develop analytical skills, imagination and the ability to draw conclusions.

There are many opportunities in teaching History to provide a multi-sensory approach to learning. Artefacts such as jewellery, coins and pottery appeal to children who have a preferred tactile sensory channel for learning. Activities are presented in a variety of ways by the teacher or with children leading lessons after a programme of research. To enhance learning the children may work individually, in pairs or in groups. It is recognised that children may bring a range of skills, interests and experiences into the historical discussion. Pupils undertake a variety of tasks, which are appropriate to their individual needs. There are opportunities for pupils to present their work through written work, art, drama and technology.

## **Curriculum Planning**

Using the QCA national materials, History is planned as a subject in order to ensure clear objectives, continuity and progression through the curriculum. Full use is made of resources available in the local area. All teachers contributed to the development of schemes of work for History.

The planning of History involves three phases. The long term plan outlines the History topics used each term. Medium term plans identify learning objectives and outcomes for each unit and suggest activities and tasks for each Key Stage. Learning objectives are designed to match the children's developmental ability. Where possible, History is linked with the skills and good practice of other curriculum areas. There is a close liaison with all aspects of the English curriculum. The children develop an interest in non-fiction. They also experience writing in different genres. Speaking and listening skills are enhanced through presentations of historical research to the class. The use of ICT is fully integrated into the subject through use of CD ROMS, tape recorders, computers, videos, music and the Internet. There are also links with Mathematics through investigating money, solving problems and collating information. These plans are regularly reviewed and interwoven with the school improvement plan. Short term planning is the responsibility of teachers who take into account the medium and long term planning. The objectives for each lesson are shared with the class.

## **Foundation Stage**

History teaching in this stage takes account of the relevant curriculum criteria for knowledge and understanding of the world. "Curriculum Guidance for the Foundation Stage" identifies stepping stones of progression which encompasses History. The children explore the present and past of their own lives and their families. They are encouraged to ask questions and act out scenarios through role play. There is emphasis upon the use of sources that the children can see, touch and hear. Development of a sense of time depends upon integration with the other five areas of learning in the Foundation phase. The use of a two year rolling programme ensures that there a progressive development of skills.

## **English as an Additional Language**

At St Augustine's we encourage all our children to achieve the highest possible standards. We do this through taking account of each child's life experiences and needs. A number of our children have particular learning and assessment requirements, which are linked to their progress in learning English as an additional language.

When delivering the History curriculum we ensure we meet the full range of needs of those children who are learning English as an additional language. This is in line with the requirements of the Race Relations Act 1976 and our equal opportunities policy.

The History curriculum can create different language demands which we identify and address. (see EAL Policy)

## **Special Education Needs**

Provision is made in history for all pupils with special educational needs. Teachers cater for a wide range of abilities by setting differentiated tasks to meet the particular learning needs of pupils. When appropriate tasks, are further broken down into small steps to give pupils achievable goals. More able children are given open ended tasks and opportunities for further research and more challenging study. If possible children are allocated additional support.

## **Equal Opportunities**

All children have equal access to the history curriculum regardless of race or gender. The multi-cultural nature of the society is taken into account when planning the curriculum. Content of historical material is analysed for stereotyping or bias. The lower reading age for boys and preferred learning style is acknowledged and catered for.

## **Assessments**

Assessment takes place during the day to day learning in the classroom. It is a continuous process that identifies pupils progress. Various ways of recording such as writing and presentations enables children to express their understanding. Children are aware of the objective in assessing their own work. This helps them to understand their strengths and makes them aware of their own progress. On completion of the History objective the teacher marks whether the learning objective has been achieved. These formative assessment methods affect subsequent History planning. Summative assessment is made when the pupil has successfully met the level descriptors indicating a National Curriculum level.

## **Resources**

Resources are provided in boxed sets in line with the identified topics for study. Please consult the subject leader for details.

## **Monitoring and Evaluation**

Formative assessment is used to guide the progress of individual pupils in History. This is carried out by informal or formal observation and by different kinds of discussion. This on going assessment can be between teacher and child or pupil discussions. All children are encouraged to reflect upon their work and to consider whether it has met the shared objective of the lesson. Peer group appraisal can make a major contribution to determining progress.

### **MONITORING AND EVALUATION**

**This policy will be reviewed annually by staff and governors or earlier if local or national directives are received.**