



COLLIS PRIMARY SCHOOL

HISTORY POLICY

INTRODUCTION

History is a foundation subject in the National Curriculum. This policy outlines the purpose, nature and management of the history taught in our school.

THE NATURE OF HISTORY

History is essentially about people and their development over a period of time. It is essential to our understanding of the development of the modern world. Through history children can begin to learn and understand about the past and its influence on life today.

AIMS

It is our intention that the pupils' experience of history at Collis School should enable them:

- to develop curiosity and arouse interest about the past which forms an understanding of the present;
- to achieve their potential in all aspects of the subject by working at an appropriate level and pace;
- to make sense of the world around them and to place themselves within that context;
- to acquire the necessary knowledge, skills and attitudes involved in understanding and interpreting the past;
- to give children a sense of their own identity within our social, political, cultural and economic background and relationships.

ENTITLEMENT

The policy for history at Collis Primary School takes due regard of the statutory requirements of the National Curriculum.

The National Curriculum programme of study for history is split into two sections:

- 1 Knowledge, skills and understanding**
- 2 Breadth of study**

Knowledge, skills and understanding is split into 5 areas:

- 1 Chronological understanding
- 2 Knowledge and understanding of events, people and changes in the past
- 3 Historical interpretation
- 4 Historical enquiry
- 5 Organisation and communication

The above key elements run concurrently through all key stages and are taught through the following areas of study:

During **Key Stage One**, pupils should be taught through the following areas of study:

- a Changes in their own lives and the way of life of their family or others around them.
- b The way of life of people in the more distant past who lived in the local area or elsewhere in Britain.
- c The lives of significant men, women and children drawn from the history of Britain and the wider world.
- d Past events from the history of Britain and the wider world.

During **Key Stage Two**, pupils should be taught from the following units of study:

- Local history study
- British history
- Romans, Anglo-Saxons and Vikings in Britain
- Britain and the wider world in Tudor times
- Victorian Britain/Britain since 1930
- A European history study
- A World history study

TEACHING AND LEARNING

Work in history follows the structure of the National Curriculum and is based on the Programmes of Study, Attainment Targets and Level Descriptors. Work in history is divided into key stages and organised in levels of increasing challenge. The QCA schemes are followed throughout KSI and KS2.

In the teaching and learning of history we can identify a number of objectives for the children:

- To develop an awareness of the nature and use of evidence
- To develop a sense of chronology and time
- To build up knowledge of events and people from the past
- To appreciate thoughts, beliefs, motives and actions of people in the past
- To develop and use correctly historical language and vocabulary of historical terms
- To build a framework of historical facts
- To encourage children to interpret, explain and ask historical questions, e.g. Why did this happen? How do we know this is true?

Specific concepts, skills and attitudes can be identified in the teaching and learning of history.

	Concepts	Skills	Attitudes
Key Stage 1	Change	Arguing	Curiosity
	Cause and Effect	Reasoning	Imagination
	Similarity and Difference	Thinking	Empathy
Key Stage 2	Chronology	Using evidence	Understand others' views
	Time	Using historical vocabulary	
	Continuity and Change	Sequencing	
		Ordering	
		Interpreting	
		Understanding	
		Explaining	
		Deducing	

CURRICULUM AND SCHOOL ORGANISATION

History is taught through the QCA schemes of work in Key Stages One and Two, and through the Early Years Foundation Stage Framework and Guidelines in nursery and reception. Appendix 1 shows a whole school overview of the history topics currently taught.

History is taught as a separate subject in Key Stages One and Two, and lessons take place weekly. As history comes under the broader title of Humanities, along with geography, either history or geography will be taught at any one time.

In Key Stage One each QCA topic is taught over a half term period, with one topic being taught each term. In Key Stage Two, two QCA topics are taught, one over the period of a term and the other over half a term.

Although history is identified and valued as a subject in its own right, cross-curricular links are sought wherever possible in order to integrate history within the curriculum. Certain topics at both stages provide opportunities for the development of cross-curricular themes, dimensions and skills. Wherever possible the Programmes of Study for history are enriched by looking at the history of the local and regional area.

Within the scheme of work for history, learning objectives are sequenced to ensure continuity and progression. Learning may be by means of direct teaching to the class or small groups in a number of ways; by providing direct, 'hands on' experiences of historical resources and materials, for example artefacts, pictorial and written sources, buildings, people and so on; by teacher prepared materials such as worksheets and by practical tasks developed for the children. Whenever possible and appropriate, educational visits are included in a history topic, making use of locations accessible to the school.

Children in both key stages may occasionally be asked to undertake some homework activities or tasks as part of their history work. This could involve completing a questionnaire, researching information from the library, completing a building survey and so on.

People with an interest in or expertise in a particular topic or area of history may be invited in to school to work with the children. Such visits may include parents, grandparents, other family members, neighbours and the local community.

THE FOUNDATION STAGE

History in the foundation stage is taught within the area of Knowledge and Understanding of the World and follows the Early Years Foundation Stage Framework and Guidelines; working towards the Early Learning Goals. With regards to historical aspects children will be taught the skills of sequencing, enquiry and communication. Pupils will explore these skills through a variety of topics.

PROGRESSION IN HISTORY

The QCA topic taught over a term in Key Stage Two enables pupils to study a topic in more detail and highlights the progressive nature of history. For example, in Key Stage One pupils might recognise that historical sources can answer questions about the past and start to ask questions. In Key Stage Two they might start to put together evidence from several sources and start to identify gaps. The main features of progression can be characterised by:

- Asking and answering more complex questions
- Making links and connections between different areas of learning
- Recognising patterns and categorising
- Understanding more abstract concepts
- Providing more reasoned explanations
- Understanding what is more and less important
- Appreciating the relevance of learning
- Using a greater depth and range of historical knowledge to back up judgements
- Becoming independent in learning

ICT

Information Communication Technology which helps with historical enquiry and develops historical skills and understanding is used in the teaching of history wherever possible. Children will be encouraged to use it when researching topics and where appropriate when presenting their work. ICT is used to help with historic enquiry, through the use of history databases and research on the internet and interactive whiteboards. It is also used to communicate the results of historic study through the use of software and digital movie makers.

CROSS CURRICULAR LINKS

History is seen as being particularly linked to work in other curriculum areas including English, Drama, Geography, Art, RE, ICT and PE. Links are identified in long and short term planning.

Approaches to teaching will relate to the historical content and the expected outcomes of learning. For example:

- Whole class teaching may be suitable for acquiring knowledge
- Small group discussion may give opportunities for investigation work with artefacts
- Role-play and simulation activities may help develop understanding and empathy

History provides opportunities for teaching the following cross-curricular themes:

- Environmental Education
- Citizenship
- European Awareness

and the teaching of the following cross curricular dimensions:

- Education for Ethnic Diversity
- Equal Opportunities

THE CO-ORDINATOR'S ROLE

The role of the coordinator is to ensure continuity and progression in the teaching and learning of history.

- Developing good practice in their own classroom
- Co-ordinating and ordering resources and managing the budget
- Monitoring and evaluating resources
- Monitoring planning and the delivery of the curriculum
- Working together with colleagues to raise standards
- Providing stimulus and inspiration
- Ensuring that the policy documents remain useful and current
- Organising and supporting in-service training in line with the SDP
- Yearly history audit and action plan

RESOURCES

The resources for history are kept in a resource cupboard in the new hall and also in the appropriate year band classrooms. *Primary Sources* – Pupils will learn from an ever increasing collection of artefacts, documents, music, adult visitors, buildings and sites and materials.

Secondary Sources – Pupils will also learn through videos, photographs and stories, myths and legends. The LCP scheme for history, which follows the QCA scheme of work, is also used to supplement planning and resources.

EQUAL OPPORTUNITIES

All pupils, regardless of gender, ability or race will have equal access to the teaching of history. However, this teaching will be differentiated appropriately to meet the needs of the individual child.

MONITORING

Evaluation is carried out to enhance the teaching and learning of history within our school and monitoring is carried out by the history co-ordinator. Evaluation includes reviewing the coverage of Programmes of Study at each Key Stage and pupil's progress and performance is also evaluated.

Evaluation may be through a number of methods including:

- The assessment of pupil's work and their achievements
- The analysis of teachers' planning
- Discussions with the children

DIFFERENTIATION

There are four main types of differentiation used in history:

By outcome - same task to all pupils, but one that allows a variety of responses

By support - teacher input, specialist learning support and other pupils acting as responsible partners

By resources - variety of resources available and accessibility of written materials

By task - different tasks given to groups of individuals to assist the less able and stretch the more able.

GIFTED AND TALENTED

The Gifted and Talented policy (please see the G&T Policy) explains that it is the responsibility of every class teacher to ensure the needs of the children in their class are met. Differentiation ensures that children's individual needs are catered to.

More able pupils are extended through open-ended questioning and the setting of questions/tasks which demand increased higher order thinking. As the children get older, the focus is on personalised learning and individual research questions.

ASSESSMENT

Assessment is an ongoing process in the classroom as teachers observe pupils' oral and written responses. Evidence may be collected where necessary (*“teachers are not expected to keep detailed records of the children's progress in relation to the learning outcomes” – QCA pg.13.*) The learning outcomes within each QCA unit offer teachers opportunities for checking progress.

The main method of assessing children's knowledge, skills and understanding is through the use of Assessment for Learning. (Please see Appendix).

REVIEW

This policy will be reviewed in line with the school development plan.

Policy agreed by all staff.

January 2009

Co-ordinator: E.Penrose

ASSESSMENT IN HISTORY AT COLLIS PRIMARY SCHOOL

At Collis, children's historical knowledge, skills and understanding are assessed using both formative and summative assessment. The purpose of this is to gather information to disseminate to the children, their parents, the class teacher and the SLT, in order to ensure a high standard of teaching and learning.

The main method of assessment is through the use of *Assessment for Learning* criteria. (See appendix 1) Each teacher has a copy of the attainment targets for history; however they are not required to formally assess children against these levels. Rather, the focus is upon the knowledge and understanding of the children in relation to the topic covered, and the development of key skills.

FORMATIVE ASSESSMENT

This type of assessment supports pupil's progress day by day, by identifying the next steps in children's learning. It provides the opportunity to give feedback to children and teachers. It helps teachers plan the next steps, and helps children improve their work. Formative assessment is intrinsic to *Assessment for Learning*, the improvement of learning through assessment.

The Use of Formative Assessment in History Teaching

- Set history learning goals so the children understand what they are aiming for (link to lesson objectives).
- Motivate children with open ended questions; scaffold their learning to help them succeed.
- Give frequent feedback to children about how they are doing and how they can improve.
- Use questioning to both assess and advance children's learning.
- Actively involve all the children in their own learning, providing opportunities for reflecting and reviewing their own performance, discussion with peers and open forums for debating and discussion.
- Use ongoing informal assessment to adjust teaching and progress children's learning.
- Remember that speaking and listening is central to formative assessment.

Examples of Formative Assessment at Collis include:

- Note taking during observations, data is then analysed.
- During marking, notes are made as to how the child coped with the activity in terms of ease and independence.
- Specific comments made by children are noted.
- Plenaries are used to assess and inform.
- Questioning and observation are used to assess the development of key skills.
- Children assess and praise the work of their peers.

SUMMATIVE ASSESSMENT

Summative assessment in history summarises the children's attainment at the end of a unit of work, year or key stage.

Examples of Summative Assessment at Collis include:

- Mind mapping at beginning of topic to assess children's prior knowledge.
- Mind mapping at end of topic to assess development of children's knowledge and understanding.
- Quiz at end of topic to assess understanding.
- Formal test at end of topic to assess knowledge. This information is used to assist in the completion of reports to parents.
- Individual projects are used to assess children's knowledge and understanding.

ASSESSMENT FOR LEARNING

Definition

Assessment of learning is summative assessment. It summarises where learners are at any given point in time e.g. through test results.

Assessment for Learning is formative assessment. This uses all assessment opportunities (including tests) to move children's learning forwards, to inform our teaching.

Assessment for Learning is about children being evaluative about their learning. Encouraging children to talk about their work, understanding, next steps and progress. Creating a 'learning culture' where children and teachers talk about learning.

Assessment for Learning Strategies

- Sharing learning objectives
- Sharing success criteria - children devising own success criteria e.g. WMG (What Makes a Good...?)
- Modelling expectations
- Using children's work to demonstrate expectations
- Observation of children
- Asking questions – differentiated, open, allowing children time to answer
- Using plenaries time for teachers and children to reflect on learning, revisit objective
- Using mini plenaries throughout the lesson to clarify misunderstandings and check understanding
- Marking – constructive marking
- Use prompts for improvement in marking /feedback – reminder, a question, a directive, an unfinished sentence.
- Differentiation
- Discussions with peers and teacher – explaining thinking and understanding, self assessment, talking about 'next steps'
- Oral feedback on work
- Setting 'curricular targets'
- Talking about progress, raising awareness of progress
- Praise – raising self-esteem