

## History Policy

Designated member of staff: Nathalie Howard

### **Aims**

At Woodmancote School we aim to provide a high quality History curriculum which encourages children's curiosity about the past. In doing this we aim to:

- To promote an interest in the past
- To develop an understanding of events over time and in a chronological structure
- To learn about the roles that individuals and events have played in shaping modern society
- To develop an ability to investigate and interpret different versions of past events
- To learn to study historical evidence and to ask and answer questions about the past
- To develop the ability to communicate historical knowledge and understanding using a variety of techniques
- To encourage children to understand other people, their beliefs, thoughts, values and experiences
- To develop an awareness of the world around them
- To develop an understanding of society and their place within it, so that they acquire a sense of their cultural heritage
- To develop a knowledge and understanding of historical development in the wider world

### **How History is taught at Woodmancote**

The majority of History is taught in clearly defined history-based themes. These themes are outlined in a curriculum overview. This overview ensures that the National Curriculum objectives are met and that children experience a wide range of History topics during their time at Woodmancote. At Woodmancote we recognise that History teaching inter-relates with other subject areas and we use this to link areas of knowledge (e.g. lives of artists, religious figures, inventors and inventions, geographical studies, etc.).

In the Foundation Stage children build upon their previous learning to develop the crucial knowledge, skills and understanding that enable them to make sense of the world. This is taught through the area of learning "Understanding the World". The children are given opportunities to find out about past and present events in their own lives, and in those of their families and other people they know.

During History lessons children experience a wide variety of teaching strategies such as:

- whole class, pair, group and individual work ,
- research, drama and role play,
- class discussions and debates,
- presentation of a range of primary and secondary sources including use of a range of artefacts from Cheltenham museum,
- the use of time lines
- visits to historical sites, museums
- theme days

## **The contribution History makes to Spiritual, Moral, Social and Cultural Development:**

Through our history curriculum children learn about how our society has been shaped by the events and individuals of the past. They learn about how change and continuity. They learn about how moral, cultural and social attitudes have change throughout history. They also compare civilisations and understand similarities and differences. Children learn about different interpretations of the past, they learn to discuss viewpoints about Historical events with their peers.

## **Teaching History to children with Special Educational Needs (Inclusion)**

At Woodmancote School all children are included in History lessons. We aim to provide a broad and balanced education to all children , and History is part of this. Through our history teaching, we provide learning opportunities that enable all pupils to make progress. We do this by setting suitable learning challenges and responding to each child's different needs. We use a range of strategies to support pupils. A few of these, particularly relevant to History are:

- The use of appropriate vocabulary at varying levels of difficulty during lessons
- Modified text passages as expected in other curriculum areas
- Different levels of written or oral questions for pupils investigating photographic or other visual material
- Use of support for pupils with English as an additional language
- Varying levels of adult support or peer support

## **Teaching History to children who are deemed to be Gifted and Talented:**

To ensure challenge for all pupils, including those who are gifted and talented, teachers provide teaching and learning experiences that encourage pupils to think creatively, explore and develop ideas, and try different approaches. Pupils are encouraged to set their own questions, offer ideas, suggest solutions or explanations, and reflect on what they have heard, seen or done in order to clarify their thoughts. Teachers encourage gifted or talented pupils to communicate their understanding in a variety of ways, giving them responsibility for choosing and evaluating the most appropriate method.

## **Health and Safety Considerations:**

All activities undertaken in History lessons will be planned by a teacher who is responsible for ensuring the school health and safety guidelines are adhered to. Trips and visits will be risk assessed (as will any other activity in a History session, that it is deemed necessary to risk assess, eg preparing food for a theme day).

## **Resources:**

Most resources directly link to themes and are kept in Year group cupboards. Some larger and more general resources can be found in the shared humanities cupboard. The Educational Loans Department of Cheltenham Museum lends a range of resources, usually for a period of two weeks.

## **Assessment and Recording (including specific advice about marking):**

- Work is marked using 'tickled pink' and 'green for growth' , this shows children what they have achieved and where there is room for improvement.
- Annual Reports to parents provide comments regarding the pupils' achievements and indicate if children are working below, at, or above national expectations.
- Key skills in history are assessed throughout Key Stages 1 and 2. These skills are tracked using target tracker. Teachers assess through observation, discussion with pupils and evidence shown in written and practical tasks.
- Progress in the Foundation Stage is recorded in the UW strand of Early Years Target Tracker and attainment is shown at the end of the year through the Foundation Stage profile.
- Regular monitoring and evaluation is undertaken by the subject leaders. The suitability of themes taught, planning, children's work, progress and views are reviewed during this process.

### **Related documents:**

National Curriculum History Key Stage 1 and Key Stage 2

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/239035/PRIMARY\\_national\\_curriculum\\_-\\_History.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/239035/PRIMARY_national_curriculum_-_History.pdf)

History overview

### **Monitoring and Evaluating this Subject Area:**

Monitoring and evaluating this subject will be in line with our Monitoring and Evaluating Policy. Regular monitoring and evaluation is undertaken by the subject leader. This monitoring assesses how well the topics and objectives taught meet the National curriculum, this is done through reviewing planning. Children's books are reviewed to ascertain the quality of marking and feedback, the quantity and quality of children's work and to understand how History progresses throughout the school. The subject leader speaks to a selection of pupils, from across the school, about their views on History.

### **Safeguarding:**

We recognise that children who are abused or witness violence may find it difficult to develop a sense of self worth. They may feel helplessness, humiliation and some sense of blame. The school may be the only stable, secure and predictable element in the lives of children at risk. When at school their behaviour may be challenging and defiant or they may be withdrawn. The school will endeavour to support the pupil through:

- The content of the curriculum.
- The school ethos which promotes a positive, supportive and secure environment and gives pupils a sense of being valued.
- The school behaviour policy which is aimed at supporting vulnerable pupils in the school. The school will ensure that the pupil knows that some behaviour is unacceptable but they are valued and not to be blamed for any abuse which has occurred.
- Liaison with other agencies that support the pupil such as social care, Child and Adult Mental Health Service, education welfare service and educational psychology service.
- Ensuring that, where a pupil who has a child protection plan leaves, their information is transferred to the new school immediately and that the child's social worker is informed.

## Equal Opportunities:

At Woodmancote we are committed to ensuring equality of education and opportunity for all pupils, staff, parents and carers receiving services from the school, irrespective of race, gender, disability, faith or religion or socio-economic background. We aim to develop a culture of inclusion and diversity in which all those connected to the school feel proud of their identity and able to participate fully in school life. Our belief is that by having a sense of Belonging, children will Aspire to Achieve all that they are capable of.

The achievement of pupils will be monitored by race, gender and disability and we will use this data to support pupils, raise standards and ensure inclusive teaching. We will tackle discrimination by the positive promotion of equality, challenging bullying and stereotypes and creating an environment which champions respect for all. At Woodmancote we believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit here. (equality plan)

Date: January 2016

Signed ..... (Chair)

Review: January 2017