

History Policy

This document is a statement of the aims, principles and strategies for the teaching and learning of History at Studlands Rise First School. It has been developed through a process of consultation with the staff of the school. It is intended to be a working document and as such will be reviewed and updated at regular intervals.

The importance of history

“A high-quality history education will help pupils gain a coherent knowledge and understanding of Britain’s past and that of the wider world. It should inspire pupils’ curiosity to know more about the past. Teaching should equip pupils to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. History helps pupils to understand the complexity of people’s lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time”

-National Curriculum 2013

Aims

The national curriculum for history aims to ensure that all pupils:

- know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people’s lives have shaped this nation and how Britain has influenced and been influenced by the wider world
- know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind
- gain and deploy a historically-grounded understanding of abstract terms such as ‘empire’, ‘civilisation’, ‘parliament’ and ‘peasantry’
- understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses
- understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed
- gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.

Strategies for the Teaching and Learning of History

Time allocation for History is 1 hour per week. The time is generally used as a block rather than ‘hours per week’. Time is given for cross-curricular coverage and spontaneous teaching and learning opportunities e.g. story time.

In Key Stage 1 History is taught through a programme of topics designed to provide appropriate coverage. In the Foundation Stage History is taught through the area of Understanding the World. Topical celebrations, remembrances and anniversaries are also used to develop children’s understanding of past events and famous characters from the past (e.g. a Victory in Europe “street party”, Guy Fawkes in November).

Headteacher · Miss A Doke

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Studlands Rise First School
First Steps on the Learning Journey

Agreed: March 2017
Review date: March 2020

We use a wide range of teaching approaches:

- Wherever possible children are given opportunities to learn through direct experience e.g. by observing, handling objects, role play, meeting and talking to adults, field work and site visits
- Teacher led work (including exposition, demonstration, question and answer sessions)
- Grouping children in a variety of ways – whole class, group, partner work and individual work
- Using a variety of resources and types of activities
- Carrying out simple investigations and problem solving activities e.g. “What does the contents of this bag tell us about the person who owns it?”

Differentiation and Special Educational Needs (S.E.N.)

All children are taught the History curriculum. To meet the needs of individual children differentiation takes place by varying:

- The task
- Teacher intervention and the adult support given
- Variety, complexity and modification of resources e.g. simplification of time lines
- The expected outcome
- Grouping of children e.g. mixed ability/ability groups, size of groups.

Home Learning

Home Learning may be used to support History through tasks such as bringing artefacts, pictures and photographs from the home into school for display and discussion and for aiding enquiry e.g. finding answers to questions/questionnaires.

Presentation of work

Children present their historical work in a variety of ways including:

- Group and individual discussion
- A range of written work
- Drawings, paintings, timelines, models (including clay work), photographs (e.g. of site visits)
- Displays of work produced and artefacts
- Role playing situations
- Presentations in assemblies.

Information and Communication Technology (ICT)

Where appropriate ICT is used to support the History curriculum, through the use of CD ROMs, DVD's, espresso and Internet access.

Strategies for Ensuring Progression and Continuity Planning

- To ensure the Programmes of Study for History are covered across the Key Stages, topic plans have been developed using the National Curriculum. These topic plans will be reviewed at the end of the year in consultation with staff to ensure progression across the year groups and that the Programmes of Study for History are covered.

Management and Subject Leadership of History

A member of staff is assigned to lead History by:

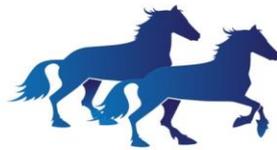
- Leading the development and review of History policy

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- Supporting colleagues in their development of detailed work plans and implementation of the scheme of work and in assessment and record keeping
- Keeping staff informed of any developments in the teaching, assessing or recording of History and any appropriate courses
- Keeping staff informed of any relevant museum activities, site visits or field work opportunities that may be available.
- Organising, maintaining and reviewing resources and updating staff on the availability of resources (both in school and available on loan) and checking for any resource requirements
- Keeping up to date by reading and attending courses
- Contributing to the School Development Plan by providing action plans
- Monitoring the progress of History and advising the Head teacher of any necessary action

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