

Downs Way School History Policy

Background

History is a foundation subject within the National Curriculum. This policy outlines the purpose, nature and management of the history which taught and learned in our school. All teaching staff have agreed the History Policy and are fully aware of their role in its implementation. All teaching staff have access to an electronic copy of the policy.

Philosophy

At Downs Way School we aim through our teaching of history to kindle and foster pupils' curiosity about the past in Britain and the wider world. Pupils consider how the past influences the present. They are encouraged to develop an empathy with the past which enables them to have a more reasoned understanding of the present. As they do this, pupils develop a chronological framework of their knowledge of significant events and people. They see the diversity of human experience and understand more about themselves as individuals and members of society. What they learn can influence their decisions about personal choices, attitudes and values. In history pupils find evidence, weigh it up and reach their own conclusions. To do this they need to be able to research, sift through evidence, and argue for their point of view - skills that are prized in adult life.

We expect our history curriculum to give each child a sense of identity and a sound knowledge of their cultural roots. We aim to lay a firm foundation for further historical learning.

The Foundation Stage

In their Reception year children will have opportunities to find out and learn about the world in which they live and to develop a range of skills. These experiences include:

- talking about their families and past and present events in their own lives
- showing sensitivity to the needs and feelings of others
- showing respect for people of other cultures and beliefs
- listening and responding to stories, songs, nursery rhymes and poems
- handling artefacts and looking closely at similarities and differences
- talking about their observations and asking questions to gain information about why things happen and how things work
- looking at photographs and pictures
- discussing patterns and change
- comparing, sorting, matching, ordering and sequencing everyday objects.

History at Key Stage 1

At Key Stage 1 children learn about people's lives and lifestyles in the past. Children

- learn about familiar and famous people and about events from the recent and more distant past in Britain and elsewhere
- look for similarities and differences between life today and in the past and use common words associated with the passing of time
- talk and write about what happened and why people acted as they did
- find out about the past using different sources of information and representations.

Teaching Strategies and Planning

Children are taught in their usual class groups for history. It is important that the teacher identifies the most appropriate teaching strategy to suit the purpose of a particular learning situation. Teachers are responsible for the delivery of history for their own class. Planning is done collaboratively by the teachers from each Key Stage.

Equal Opportunities

All children will be given equal access to history irrespective of race, gender, creed or nationality. Mutual respect and tolerance for all cultures will be promoted through the study of history. Activities both within and outside the classroom are planned to encourage full and active participation by all children irrespective of their ability.

Assessment and Record Keeping

Teachers are responsible for assessment at the end of each topic or unit. This assessment should then be used to aid the end of year report writing that is required. The skills list and attainment targets are a valuable guide for assessment. The teacher's plans should indicate the focus for each unit of work and identify assessment opportunities.

Photographs should be taken of class displays that are history themed as a record of work covered. If there is no display for a particular topic then photographic evidence of the children working would suffice. These photographs should be annotated and dated and then given to the History subject leader for their evidence file.

Attainment Targets & Progression in History

The subject leader has copies of these documents in their evidence file.

Resources

History resources are kept in the central resource cupboard in the Hall. The resources are kept in labelled boxes or on the bookshelves. Children's books can also be found in the Library. (Any resources borrowed should be returned after use. This enables all staff to have a clear idea of the resources available within the school.) Subject leader to audit and update resources.

Reviewed Summer Term 2013

Review Summer Term 2016