

AYCLIFFE DRIVE PRIMARY SCHOOL

HISTORY POLICY



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Staff Responsible

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1 Aims and objectives

1.1 The aim of history teaching here at Aycliffe Drive School is to stimulate the children's interest and understanding about the life of people who lived in the past. We teach children a sense of chronology, and through this they develop a sense of identity and a cultural understanding based on their historical heritage. Thus they learn to value their own and other people's cultures in modern multicultural Britain and, by considering how people lived in the past, they are better able to make their own life choices today. In our school history makes a significant contribution to citizenship and British values by teaching about how Britain developed as a democratic society. We teach children to understand how events in the past have influenced our lives today; we also teach them to investigate these past events and, by so doing, to develop the skills of enquiry, analysis, interpretation and problem-solving.

1.2 The aims of history in our school are:

- to foster in children an interest in the past and to develop an understanding that enables them to enjoy all that history has to offer;
- to enable children to know about significant events in British history and to appreciate how things have changed over time;
- to develop a sense of chronology;
- to know and understand how the British system of democratic government has developed and, in so doing, to contribute to a child's citizenship education;
- to understand how Britain is part of a wider European culture and to study some aspects of European history;
- to have some knowledge and understanding of historical development in the wider world;
- to help children understand society and their place within it, so that they develop a sense of their cultural heritage;
- To develop in children the skills of enquiry, investigation, analysis, evaluation and presentation.



2 Teaching and learning style

2.1 History teaching focuses on enabling children to think as historians. We place an emphasis on examining historical artefacts and primary sources. We focus on helping children understand that historical events can be interpreted in different ways and that they should always ask searching questions, such as 'how do we know?', about information they are given. Although subjects are cross curricular linked history will be taught as a subject in its own right.

2.2 We recognise the fact that in all classes there are children of widely-different abilities in history and we seek to provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this by:

- setting common tasks which are open-ended and can have a variety of responses;
- setting tasks of increasing difficulty. Not all children complete all tasks;
- grouping children by ability and setting different tasks for each ability group;
- providing resources of different complexity depending on the ability of the child;
- using classroom assistants to support children individually or in groups.

2.3 For children to be able to have hands on experience of historical events i.e. the Celts which we as a school fulfilled through year 3 and 4 by all the children participating in the building of a life size Celtic roundhouse as per photo shown. This type of learning enables kinaesthetic, auditory and visual learners to move their learning and understanding forward.

3 History curriculum planning

3.1 We carry out curriculum planning in history in three phases (long-term, medium-term and short-term). The long-term plan maps the history topics studied in each term during each key stage. Some topics have a particular historical focus and in Key Stage 2 we place an increasing emphasis on independent historical study.

3.2 As the basis for our medium-term plans, we use the national scheme of work which gives details of each unit of work for each term. Because we have some mixed-age classes, we carry out the medium-term planning on a two-year rotation cycle. By so doing, we ensure that children have complete coverage of the National Curriculum, but do not have to repeat topics.

3.3 The class teacher writes the lesson plans for each history lesson (short-term plans). These plans list the specific learning objectives of each lesson. The class teacher keeps these individual plans,

4 Foundation Stage

4.1 We teach history in reception classes as an integral part of the topic work covered during the year. As the reception class is part of the Foundation Stage of the National Curriculum, we relate the history side of the children's work to the objectives set out in the Early Learning Goals (ELGs) which underpin the curriculum planning for children aged three to five. History makes a significant contribution to the ELG objectives of developing a child's knowledge and understanding of the world through activities such as dressing up in historical costumes, looking at pictures of famous people in history or discovering the meaning of new and old in relation to their own lives.

5 The contribution of history to other subjects

5.1 Information and communication technology (ICT)

We use ICT in history teaching where appropriate and we meet the statutory requirement for children to use ICT as part of their work in history at Key Stage 2. Children use ICT in history to enhance their skills in data handling and in presenting written work, and they research information using the Internet. Children are reminded about using more than one source for their information. They should also understand

and be taught the meaning of plagiarism. Children have the opportunity to use the digital camera to record and use photographic images and they communicate with other children in other classes/ schools by using e-mail.

6 Assessment and recording

- 6.1 We assess children’s work in history by making informal judgements as we observe them during each history lesson. On completion of a piece of work, the teacher marks the work and comments as necessary. In each history topic a planning and monitoring overview will be completed by each key stage for their topic.
- 6.2 The history subject leader keeps photographic evidence of the children’s work for each key stage.
- 6.3 The history coordinator needs an overview title of each topic and around three broad questions they will be covering e.g. why did World War 11 start? Also needed will be four in depth enquiry questions. Please see attached examples.

7 Resources

- 7.1 There are sufficient resources for all history teaching units in the school. We keep these resources in a central store where there is a box of equipment for each unit of work. The library and classroom contain a good supply of topic books and software to support children’s individual research. We also encourage more able pupils to support less able pupils. A scaled timeline displayed in each classroom together with a scaled timeline in the main hall to enable children to be visually aware of the span of a period of time. Children need to realise what comes before and after a period of time. E.g. the Romans.

8 Monitoring and review

- 8.1 The history subject leader will interview children from each year group at the end of each topic to assess their understanding on the subject and in depth enquiry questions. Children will be randomly selected.

Year 3 & 4			
The Maya			
Overview			
Where do the Maya fit into Mesoamerican history? How was Mayan society structured? What happened when the Spanish came?			
Depth enquiries			
How did the Maya compare to the European Stone Age?	How do we know about Mayan religious beliefs?	Why did the Maya stay using stone tools	How important was the rainforest to the Maya
Similarities and differences	Evidence	Interpretation	Significance