

PARLEY FIRST SCHOOL



History Policy

“All children and young people have a right to a primary education, which should be free. Wealthy countries should help poorer countries achieve this. Discipline in schools should respect children’s human dignity. Young people should be encouraged to reach the highest level of education they are capable of”

Article 28 United Nations Convention on the Rights of the Child

Parley is a “Rights Respecting” School

Statement of Philosophy

Children develop a sense of identity through learning about the past from their own experience leading back to more distant times and cultures. They need to be given opportunities to help them to understand how the past has influenced all aspects of our lives today and to encourage their ability to recognise and describe Historical change in an interesting, enjoyable and active way.

Aims

1. To provide children with opportunities to develop an awareness of the past and foster an interest in it.
2. To contribute to children’s knowledge and understanding of their own lives, their parents and Grandparent’s lives and life in different times and cultures.
3. To help children to understand how the past was different from the present and that people of other times and places may have thought and felt in different ways.
4. To foster understanding that History is about continuous change.
5. To develop a sense of chronology.
6. To help children to develop knowledge about what is involved in understanding and interpreting the past.
7. To develop skills to be used in an enquiry approach to History.
8. To enrich other areas of the Curriculum through cross-curricular links.

Assessment and Evaluation Procedures

Assessment will be made by teachers on children's progress in knowledge, understanding and skills. Teachers will listen to children and discuss their work with them. They will observe the way children organise and undertake their Historical enquiries and the ways in which they communicate the outcomes. This formative assessment will give teachers a good picture of a child's progress over time.

Children will be encouraged to evaluate their own work.

Evidence of work in History will be kept in each child's Topic book/Humanities book.

Record Keeping

A record of work in History will be kept in each Year Group's Planning Documents. Children's achievements in History will be recorded in their Annual Reports.

Links within the subject

The Key Elements of History are closely related and will be developed through the Areas of study. In their study of the past, children will be helped to develop a Chronological framework that links across their Areas of Study.

Links with Other Curriculum Areas

History will be studied through working in a variety of ways and styles. It may be taught as a History led topic, or as an Historical element in an integrated cross-curricular theme.

There are links with English, Mathematics, Science, Geography, Creative and Expressive Arts, Design Technology, I.C.T. and R.E.

Learning History provides an important context for the development of children's Key Skills, particularly the Key Skill of communication.

History lessons can help to provide opportunities to contribute to PSHE and to Citizenship Education.

Resources

A variety of sources will be used to study History. The sources include written, visual, oral, and Historical reconstructions:-

Written 1. Literature – stories/poems/plays

2. Personal and Local Records

3. Newspapers

4. Artefacts

5. Music

Visual 6. Artefacts

7. Pictures/photographs/posters

8. Paintings
9. Buildings and 'sites'/museums

Oral 10. Visiting speakers

11. Drama/ role play with visiting experts/museum visits
12. Computer based material and DVDs
13. Videos will be put on a central network

School based resources are in the Humanities Cupboard (in the Key Stage Two cloakroom area), the library /class libraries and Key Stage areas.

Other resources for particular study units may include Museum Artefacts, collections made by the children and teachers involved, and visitors invited into school.

An ongoing review of Resources will take place throughout each year, in line with Curriculum development and any changes.

Equal Opportunities

All pupils have an entitlement to experience the History Curriculum regardless of gender, physical disability, ethnic, religious or social background, Special educational needs, or behaviour.

Special Needs

Teachers will need to provide a differentiated History Curriculum for all children, whether they are showing difficulties in the subject or are particularly gifted. Teachers will give every pupil the opportunity to experience success in learning and to achieve as high a standard as possible. Any special provision necessary may be made in consultation with the Year group members, the History Leader, G&T Leader and the SENCO.

Recording Work

Children will record their work in a variety of ways. It may take the following forms:-

1. Written work/graphs/maps/charts
2. Art work – drawings/paintings/collage
3. Models
4. Oral – talking/tape-recording
5. Photographs
6. Drama/role play
7. Use of the computer – on screen or printed out
8. Audio/visual presentations
9. Displays and exhibitions

Marking

See School Marking Policy.

Grouping

Children may undertake work individually, in pairs, in small groups or as a class. Teachers may group children according to ability. The groupings will be dependent on the task in hand.

Reception

Children in Reception will follow the Knowledge and Understanding curriculum within the Foundation Stage Profile.

Parental Involvement

Parents will be encouraged to become involved with their children's learning. They will be informed of themes being studied via the Year Groups letters in September each year and will be invited to make contributions/loans to particular collections of artefacts/photographs, etc. being used in school. To help their children to dress up appropriately for drama and role-play sessions and to participate as helpers. They will always be welcome into school to talk about their children's work and learning.

Some parents and Grandparents will be invited into school to talk to children about their own experiences when young, in relation to home and school life.

Parents will be asked to support children's interest in History and History homework at home.

Success Criteria

The success of this policy will be illustrated by the way children use and apply their knowledge and understanding in History with confidence and their ability to communicate ideas.

Monitoring and Evaluation

The History leader will monitor the effectiveness of this policy annually through scrutiny of planning, work in books and pupil interviews. The governor with responsibility for history will monitor achievement in this subject in line with governor visits policy.

Reviewed every 3 Years

K Hawker February 2011

Next Review Due: Spring 2014