



History Policy

January 2018

Review: September 2018



GUSTON CHURCH OF ENGLAND PRIMARY SCHOOL

HISTORY POLICY

Ethos Statement

At Guston Church of England Primary School we believe that the way that we work together, behave with one another and seek to support and nurture others, gives life to our Christian ethos. It is one which is inclusive and seeks to encourage and inspire everyone to achieve their fullest potential.

Rationale

History is an interpretation of past events, shaped and influenced by the aspirations and actions of people, which contribute to and help explain the evolution of the present.

Aims

- To build pupils' critical awareness and encourage them to think.
- To help children understand people, events and the world in which they live.
- To help pupils understand that events are usually the result of many different causes and that their explanation is not always objective or free from controversy.
- To arouse children's interest and enjoyment in the subject

Objectives

- 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.
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History Curriculum Planning and Delivery

We use the national curriculum programmes of study for history as the basis for our curriculum planning, and have related this to the local context. Our curriculum planning is in

three phases (long-term, medium-term and short-term). Provision for history activities is part of the overall topic planning completed for each class termly. The subject leader for history oversees the curriculum coverage and ensures that requirements are met. We plan the topics in history so that they build upon prior learning.

Early Years Foundation Stage (EYFS)

We teach history in reception class as an integral part of the topic work covered during the year and we relate the history side of the children's work to the objectives set out in the Early Learning Goals. History makes a significant contribution to the ELG objectives of developing a child's understanding of the world.

The time allocated to History is flexible and children are taught through a mixture of discrete subject teaching and thematic approaches.

Although time allocation is varied planning ensures adequate coverage of the National Curriculum Programmes of Study.

The principles of teaching and learning

Historical study offers opportunities for engaging pupils in a variety of differentiated activities – oral, written and practical. Pupils' work should be pitched at an appropriate level to challenge and sustain interest through various strategies, including:

- Progressive tasks
- Use of open ended questions
- A variety of relevant resources
- Judicious teacher intervention
- Flexible teaching methods
- Clear learning objectives

Resources for pupils should include a range of library reference material. ICT should promote research skills through software and Internet and should also be used for presenting findings and work when appropriate.

Breadth and balance

Apart from ensuring that children are introduced to a variety of concepts, skills and perspectives in each topic area, they will also approach history from different perspectives – political, social, economic, religious, cultural and aesthetic.

The organisation of work will ensure a balance of skills and perspectives in each Key Stage.

The content of the work at Key Stage 2 will be approached through the use of key questions so children have a balance of knowledge and understanding of the past life in other societies, cultures and countries.

The variety of investigative work should include discussion, stories, visits and topical events. Enquiry-based research should be the main teaching and learning style so that children are able to see history as a systematic investigation of the past supported by source materials, such as books, maps, buildings, paintings, artefacts, photographs, newspapers and oral sources.

Local history

Local history and visits to sites of historical interest will be the starting point so children are able to see the relevance of history within their own environment and to their own lives. A wide range of opportunities exist within the immediate locality for first hand historical experiences:

- Dover Castle – Henry 2nd, Tudor Court, World War 2 – Hellfire Corner
- Roman Dover – Painted House
- Victorian Dover
- Dover museum
- Fort Burgoyne and Western Heights/ Napoleonic

Other opportunities for historical study:

- Smuggling at St Margaret's
- Deal and Walmer Castles (Tudor Rose)
- Sandwich
- Canterbury - St Thomas Becket, pilgrimages, the Cathedral/Canterbury Tales
- Canterbury Archaeological Trust resource boxes.
- Folkestone East Cliff Roman villa
- Transport (Dover Transport Museum)

Cross-curricular skills and links

As an integral part of our culture and our lives, history is present in all parts of the school curriculum. It is a powerful cross-curricular subject and offers children the opportunity to develop a variety of skills, concepts, values and attitudes about the world around them through relevant and interesting work, particularly in art, design technology and mathematics. It also enables children to write in a variety of styles, from note taking to lengthy narratives.

Equal opportunities

Care should be taken to ensure that all aspects of the work and teaching strategies should ensure all pupils have equal access to the curriculum and, in particular, that:

- all issues concerning gender, religion and ethnicity are treated with sensitivity
- avoid all forms of stereotyping

Health and safety

Off-site visits to places of historic interest are invaluable as first-hand sources of evidence. However, in order to ensure the safety of the pupils and adults involved all school visits and off-site work should be in accordance with the school's Educational Visits and Recreational Activities Policy

Resources

There are sufficient resources for all history teaching units in the school. There is a good supply of topic books and we use a range of websites to support children's learning. A wide range of class trips are organised to support the history curriculum.

Funding for history will be from the annual school budget. When funding permits an allocation will be made to subsidise off-site visits.

CAT and ARC materials are available from The Canterbury Archaeological Trust.

Topic boxes, held in the Key Stage 2 resources room, contain material to support some study units.

Monitoring and Review

The history subject leader is responsible for monitoring the standard of the children's work and the quality of teaching in history. The history subject leader is also responsible for supporting colleagues in the teaching of history, for being informed about current developments in the subject, and for providing a strategic lead and direction for the subject in the school.

Helen Rhodes January 2018

Signed: _____

Print name: _____