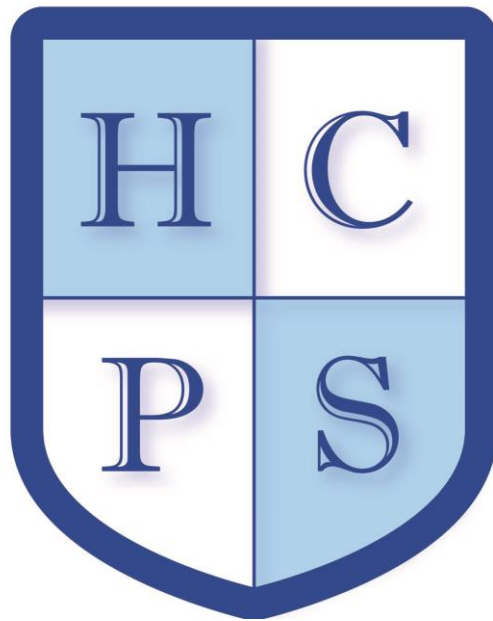


Hunslet Carr Primary School



History Policy

**High expectations
Caring
Positive attitudes
Successful**

Policy reviewed: January 2017

Next review: January 2019

*High expectations, Caring, Positive Attitudes and
Successful*

STRENGTHS OF OUR SCHOOL



The Children

- Are well behaved, calm and polite
- Are engaged, positive and resilient
- Are supportive and helpful towards others
- Have an input on important decisions
- Have a sense of belonging

The Community

- School supports the whole family not just the child
- Recognises the importance of attendance
- Spreads our growing reputation as a good school
- Helps celebrate the children's achievements
- Supports the school on improving behaviour

The Curriculum

- Is a fun curriculum that is engaging
- Maintains a strong focus on the basic skills
- Is enriched through extra-curricular activities
- Supports our most vulnerable children
- Provides a rich variety of experiences & opportunities

The Staff

- Develop nurturing relationships with children
- Provide good quality teaching and learning
- Support one another to help the children
- Are consistent in how they treat children
- Identify children's SEN needs early

THE CURRICULUM WE HOPE TO PROVIDE



Skills

Fluent and confident in Reading, Writing and Maths
Communicate with confidence
ICT skills fit for the future
Life skills – social, money, time, cooking
Safety skills – Swimming, healthy choices
Problem solving skills – Patience & Resilience

Attitudes

Confident, proud and independent
The believe that 'Impossible is Nothing'
Understand and celebrate a range of cultures
Take responsibility for themselves & others
Be honest and learn from their mistakes
Respectful, caring and helpful

Experiences

To have 1st hand experiences of...
Going away on a residential trip
Visiting a range of places of worship
A chance to look after an animal
Relevant trips to theatres/farms/beaches
Taking part in public performances
Work experiences & further education

Knowledge

High school ready English & maths
To know about local places of interest
To know where we are in the world
Life skills – money, time, cooking
Information about possible careers
To know major historical facts
To know their own strengths

Introduction

The following document is intended to inform staff, governors, parents and other interested parties of our approach to the teaching of History at Hunslet Carr.

Rationale

History plays a very important part in most aspects of our lives including every day situations and in the world of work. It is important that children are given opportunities to: build an overview of world history, communicate historically, investigate and interpret the past, and understand chronology.

Consequently our children have an entitlement to develop their Historical capabilities.

Aims

For pupils at Hunslet Carr to have:

- An excellent knowledge and understanding of people, events, and contexts from a range of historical periods and of historical concepts and processes.
- The ability to think critically about history and communicate ideas very confidently in styles appropriate to a range of audiences.
- The ability to consistently support, evaluate and challenge their own and others' views using detailed, appropriate and accurate historical evidence derived from a range of sources.
- The ability to think, reflect, debate, discuss and evaluate the past, formulating and refining questions and lines of enquiry.
- A passion for history and an enthusiastic engagement in learning, which develops their sense of curiosity about the past and their understanding of how and why people interpret the past in different ways.
- A respect for historical evidence and the ability to make robust and critical use of it to support their explanations and judgments.
- A desire to embrace challenging activities, including opportunities to undertake high-quality research across a range of history topics.

Teaching and Learning

As teachers it is important that History is taught in a variety of ways. There is scope to use whole class, group and individual work in teaching History and it vital that children receive these various styles. Children need to be given a variety of tasks including practise and consolidation, investigations and problem solving.

Links between History and other core and foundation subjects should be made where possible to ensure that children see the importance of History within all areas of the curriculum.

Progression in History

The school is using Chris Quigley's Essentials curriculum as our framework for teaching History which is a developmental programme that is matched to the new National Curriculum.

Teachers use the Essentials curriculum to assign Essential Opportunities to different year groups and then plan questions around the chosen Essential Learning Objectives.

Teachers assess using the Essential Milestones. Using this framework ensures that as a school we are planning for progression in History.

Foundation Stage

- To have a sense of own immediate family and relations.
- To remember and talk about significant events.
- To recognise and describe special times or events for family or friends.
- To discuss past and present events in their own lives and in the lives of family members.

Key Stage 1

- Key events in the past that are significant nationally and globally.
- Significant historical people such as George Stephenson.
- Significant historical events, such as the first plane flight.
- Historical art.
- Place and their own locality.

Key Stage 2

- Changes in Britain from the Stone Age to the Iron Age.
- The Roman Empire and its impact on Britain.
- Britain's settlement by Anglo Saxons and Scots.
- The Viking and Anglo Saxon struggle for the Kingdom of England.
- A local history study.
- Ancient Egypt
- Ancient Greece
- A study of a theme in British History

Planning

The long term planning for History follows the framework given by Chris Quigley Essentials which is matched to the new National Curriculum and the Early Years Framework. The framework is implemented via medium term topic planning in line with the school planning policy.

Within the planning Learning Objectives and Milestone Success Criteria are shared with the children at some time within the lesson.

Assessment, Recording and Reporting

Assessment of History can be done in a variety of ways including observation, giving an independent or co-operative task or a test. Both formative and summative assessment will be carried out.

Formative assessment being linked to short term planning and marking to inform future teaching. Summative assessment being at the end of each term to inform next steps, the next teacher, key stage, parents and aid target setting.

This assessment will be done in line with the school assessment policy. Record keeping will be done in line with school policy and should be done to inform planning. Teachers will make informal records i.e. jotting down individual strengths and weaknesses. They will also make formal records i.e. using Chris Quigley Milestone assessment to assess whether a child is at a basic, advancing or deep level of understanding within the subject.

Reporting of History will be in accordance with statutory requirements. The annual school report covers progress, effort and achievements in History.

Equal Opportunities

It is important that all children are given the opportunity to develop their History abilities regardless of race, gender religion, ethnic group, culture or ability. We would also plan and develop children's multi cultural awareness making sure the curriculum reflects the wider community. Children need relevant experience and language to access our creative curriculum successfully.

Special Needs

Children on the SEND register and who have specific learning difficulties will be planned for.

Differentiation

History provides a good opportunity for differentiation based on:-

- Resources (e.g. providing texts at different levels)
- Outcome
- Progression (e.g. highlighting different skills for different children)
- Task (e.g. setting different tasks within one topic)
- Support (use of support staff)
- Differentiated Success criteria

Children should be allowed to work at their own level of attainment.

ICT

Each year group has daily access to either Lap tops or iPads which can be used by children to support the teaching of History.

Homework

There will be given in line with the new school homework policy. History tasks have now been incorporated into #30things.

Time

To ensure there is adequate time dedicated to the teaching of History. Each class teacher is expected to monitor the coverage of the Essential Opportunities and plan topics accordingly.

Resources

The school has a number of resources for History including a range of fiction and non-fiction books, DVDs, artefacts and access to the internet.

Safety and Care

The safe use of equipment is to be promoted at all times in line with the Health and Safety Policy.

The Role of the Head teacher

- To ensure that the National Curriculum is implemented.
- To encourage and support the subject leader's approach to History development across the curriculum.
- To support and encourage all staff in the teaching of History.
- To make available the necessary resources to continue the development of History within the school budget.
- To promote History in school.

The Role of the Subject Leader

- To promote History in school.
- To provide a good example of the teaching of History in the classroom.
- To ensure resources are available.
- To plan and implement future developments of History through action plans.
- To review and monitor both the planning and teaching of History.
- To work alongside staff when required.
- Attend relevant courses and disseminate information to staff.
- Arrange INSET courses for staff.
- Organise the acquisition of new resources.
- Support colleagues.
- Encourage parental involvement.

Role of the Staff

- To ensure that History is used in the classroom in line with the National Curriculum.
- With the support of the subject leader and head teacher to implement any changes in the teaching of History.
- To ensure there is equality of opportunity in the teaching of History.
- To inform the co-ordinator of any problems which may arise in the implementation of History.
- Teach and assess the children History.

Role of the Governing Body

The governors will monitor the development and implementation of History in school.

Review

This policy is to be reviewed every two years.

Name Laura

History Subject Leader March 2017