

Clifton with Rawcliffe Primary School History Policy



Date of policy: February 2015

Date of most recent review: September 2017

Date of next review: September 2019

Person Responsible: Rebecca Green / John Ainscough

Description of school / background information in provision of History

Clifton with Rawcliffe Primary School is an above average size school. Nearly all pupils are from a White British background. The proportion of pupils entitled to free school meals is well below the national average. The number of pupils with learning difficulties and/or disabilities is well below the national average and the proportion of pupils with a statement of special educational needs is half the national average. All pupils take part in regular curriculum based history activities and experience a wide range of skills and techniques.

Roles and Responsibilities

Governors

The Governing Body (Policies Committee) has been involved in the development of the school's history policy. It will continue to review and evaluate it regularly. The link Governor for this subject area will liaise with the subject leader on a regular basis.

Identified member of staff

An identified member of staff takes overall responsibility for this policy and its implementation and for liaison with the Governing Body, parents, other staff members, Local Authority (LA) and relevant outside agencies.

Parents and guardians

Parents and guardians are encouraged to support the provision of history within the school programme and have access to this policy. The school plays its part in ensuring that parents and guardians are kept up to date with the history activities that go on in school by regularly posting children's work on the school website, sending information via the school newsletter and letters sent home with pupils.

Pupils

Pupils have an entitlement to history.

Staff

All staff, both teaching and non-teaching, should be aware of the policy and how it relates to them. Any staff involved in history activities should have opportunities for relevant training.

Senior Leadership Team (SLT) and the History Subject Leader will also ensure regular in-school training through lesson support and whole school School Improvement Sessions.

Adults Other Than Teachers (AOTT)

The school actively seeks to include AOTTs to assist and supplement the history provision, both in the curriculum and after-school. These are overseen and timetabled by the Phase Leaders to ensure quality and suitability. DBS information is collected, where appropriate, and stored in the school office.

Aims and objectives of the policy

- 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 understand the huge variety of cultural influences that various historical events have had on British society, especially their legacies and impact on our lives today;
- 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 in comparison to our own;
- To understand that history can be told from a variety of perspectives and to be able to discuss these ideas openly;
- To help children understand society and their place within it, so that they develop a sense of their unique cultural heritage;

- To appreciate the study of the past will help them prepare to tackle the challenges of today;
- To develop in children the skills of enquiry, investigation, analysis, criticality, evaluation and presentation.

Teaching programme and strategies

History teaching focuses on enabling children to think as historians.

Sympathetic and varied teaching approaches and specific learning objectives provide stimulating, enjoyable, satisfying and appropriately challenging learning experiences for all pupils. Through the selection of suitably differentiated and well-developed tasks, it is intended that pupils, irrespective of their ability, will enjoy success and be motivated to further develop their individual potential in history.

The teaching of history offers opportunities to support the social development of children. Groupings allow children to work together and give them the chance to discuss their ideas and feeling about their own work and the work of others. The children learn to respect and work with each other and with adults, thus developing a better understanding of themselves.

In the EYFS, children talk about past and present events in their own lives and in the lives of family members.

At Key Stages One and Two the National Curriculum for history is the basis of the history curriculum. Teachers often incorporate it into the study of a theme, thus ensuring that the topic has relevance and purpose.

History has considerable potential to contribute to much wider areas of learning. It is considered important that history is integrated into different subject areas for the development of skills.

Curriculum Planning

This is organised in three stages:

Long term planning

This is based on the National Curriculum for history, which details what is to be taught over the Key Stages and provides the topic basis for planning history activities over a two-year cycle. This is undertaken by the History Subject Leader. It is monitored regularly and evaluated annually.

Medium term planning

This takes the long term plan and organises the teaching of History into termly or half-termly sections. The planning is more detailed and the objectives are more specific in nature.

This planning is developed by the class teachers, who respond to the needs of their pupils. It also ensures a balanced distribution of work is undertaken across each term.

Short term planning

Short term planning details the activities that take place over two weeks. Lessons are planned in detail and specific class objectives are set, in accordance with the needs of the pupils. Individual learning goals might also be set for pupils in some lessons.

Teachers collaborate on the planning of History to ensure parity in provision and to share expertise.

Safety

In their planning of activities, teachers will anticipate likely safety issues. They will also explain the reasons for safety measures and discuss any implications with the children. Children are always encouraged to consider safety for themselves, others, the environment and the resources they use, when undertaking history activities.

Monitoring and assessment

The History curriculum is monitored on a regular basis by the Subject Leader, who examines pupils' work, monitors classroom practice and planning and ensures parity of entitlement for all pupils across the school.

S/he identifies the training needs of the staff and plans the training programmes. S/he also attends training for History Subject Leader run by the local authority and other providers.

We assess children's work in history using objectives from the National Curriculum.

More important to the school, however, are the formative assessments, which are continuous and ongoing, and identify the needs of the individual pupils. These form part of the history activities and are used to determine the pupil's future developmental areas.

The monitoring of the standards of children's work and of the quality of teaching in history is the responsibility of the SLT and the History Subject Leader. The work of the Subject Leader also involves supporting colleagues in the teaching of history, being informed about current developments in the subject, and providing a strategic lead and direction for the subject in the school.

Additional educational needs

All classes consist of pupils of varying abilities and with varying needs, and our classroom practice ensures that, when possible, these needs can be met within the class organisation.

However, when a child has very specific additional needs, support is provided firstly by the school's internal organisational structure, which gives personal assistance and additional practice and is administered by support assistants within the school during the lessons. Details of this can be found in the SEND Policy.

Implementation of the policy

A copy of this policy is available for any member of staff, Governing Body, parents and relevant outside agencies.

Date of Implementation February 2015

Monitoring and evaluating the policy

This policy will be reviewed every two years by the Head teacher, Governing Body Policies Committee, Subject Leader and relevant staff members.

Next review date: September 2018