 **MICKLEY VILLAGE PRIMARY & NURSERY SCHOOL**



policy document

# History

History teaching at Mickley Village Primary and Nursery School aims to stimulate the children's knowledge, interest and understanding about the life of people who lived in the past. They are encouraged to value their own and other people's cultures in modern multicultural Britain and to understand how events in the past have influenced lives today.

Learning and Teaching

History teaching focuses on enabling children to think as historians. Children are given opportunities to examine historical artefacts and photographs. Children are given the opportunity to visit sites of historical significance. Visitors are invited to come into the school and talk about their experiences of events in the past. Stories in history teaching are an important way of stimulating interest in the past. Historical events can be interpreted in different ways and children are encouraged to ask questions, such as 'how do we know?' about information they are given.

In all classes there are children of widely-different abilities in history and suitable learning opportunities for all children are provided by matching the challenge of the task to the ability of the child. This is achieved by:  giving opportunities through first hand experiences for developing the skills of observation, description, comparison, questioning, investigation, sequencing;

* 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 in the room 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 when possible.

Curriculum planning

Pupils are taught about:

* changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life
* events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries]
* the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods [for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell]  significant historical events, people and places in their own locality.

Because we have some mixed-age classes, we carry out the medium-term planning on a two-year rotation cycle.

Assessment and Recording

We assess the children's work in History by: -

* Observing them working during lessons.
* Recording the progress made by children against the learning objectives for their lessons and National Curriculum levels of attainment in the schools agreed format.  Making an annual assessment of progress for each child, as part of the child's annual report to parents.

The involvement of children in their own assessment is an essential educational aim (see assessment policy). Children are involved in the evaluation of their work through agreeing next steps with their teacher. They are encouraged to comment on their work themselves before discussing it with the teacher and through self-evaluation (what would they like to do better next time?) (see marking and feedback policy).

Parents are involved in assessment and recording through regular informal discussions, more formal parental consultation evenings and through annual reports. Parents have the opportunity to discuss progress at any time through the school's open door policy.

Resources

There are sufficient resources for all history-teaching units in the school. We keep these resources in a central store. The library contains a good supply of topic books and we have computer software to support children's individual research. We have a range of artefacts stored centrally.

Health and Safety

The children are encouraged to be considerate and aware of their own health and safety and towards that of others during activities.

Equal opportunities

History forms part of the Mickley Village Primary and Nursery School's curriculum policy to provide a broad and balanced education to all children. (see Race Equality statement, Equal opportunities policy and Inclusion policy / statement). We provide learning opportunities matched to the needs and abilities of the children and take into account the targets set for individual children in their individual education plans (IEP's). The learning of more-able children is extended as appropriate to their age and ability through extension activities and questioning.

Foundation Stage

In the Sunflower unit we teach history in reception classes as an integral part of the topic work covered during the year. As the Sunflower Unit 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 contributes to the ELG objectives of developing a child's knowledge and understanding of the world through activities such looking at pictures of famous people in history or discovering the meaning of new and old in relation to their own lives.

Contribution to other subjects

Literacy

History contributes significantly to the teaching of English in our school by actively promoting the skills of reading, writing, speaking and listening. Some of the texts that we use in Literacy are historical in nature (see Literacy policy).

Mathematics

History teaching contributes to the teaching of mathematics in a variety of ways. Children learn to use numbers when developing a sense of chronology through doing activities such as time-lines. Children learn to interpret information presented in graphical or diagrammatic form (see Mathematics policy).

Computing

We use computing in history teaching where appropriate. Children use computing in history to enhance their skills in data handling and in presenting written work, and they may research information using the Internet. Children have the opportunity to use the digital camera to record and use photographic images (see computing policy).

Personal, Social and Health Education (PSHE) and Citizenship

History contributes significantly to the teaching of personal, social, citizenship and health education. Children develop self-confidence by having opportunities to explain their views on a number of social questions. They are encouraged to challenge stereotypes and to appreciate that racism is a harmful aspect of society. They begin to learn how society is made up of people from different cultures and start to develop tolerance and respect for others (see PSHE policy).

Spiritual, moral, social and cultural development

When teaching history, we contribute to the children's spiritual development where possible, for example, with the Key Stage 1 unit of work, 'What are we remembering on Remembrance Day?' We also provide children with the opportunity to discuss moral questions, of what is right and wrong.

Review of policy

The policy will be reviewed by the co-ordinator on a regular basis and appropriate amendments made.

Signed

Chair of Governors