

BURFORD SCHOOL



# Burford School

---

## Policy on History



INVESTOR IN PEOPLE





## POLICY ON HISTORY

This policy was approved by the governing body on 1<sup>st</sup> May 2008

This policy will be reviewed on 1<sup>st</sup> May 2010

### 1. History in the National Curriculum

School policy is to teach the skills, knowledge and concepts of the subject as set out in 'History in the National Curriculum'. These are categorised into two aspects:

- i) Areas of Study (KS1) and Study Units (KS2) which specify themes to be taught.
- ii) Key Elements which run through work in all year groups, ie chronology range and depth of historical knowledge and understanding, interpretations of history, historical enquiry and organisation and communication.

### 2. History at Burford School

History matters because it is concerned with real people and with how human lives have changed through time. It stimulates discussion; it should be active, vibrant, investigative and fun. Our teaching should enable children to acquire certain skills and knowledge which will help them to make sense of the National Curriculum 'Study Units', and as they grow older, the worlds of work, citizenship and leisure.

History also serves an important purpose in giving our pupils experience in the recognition of viewpoint and bias. This will equip them for making good judgments in their future lives.

### 3. The Nature and Importance of History

History is about people who have lived in the past and how their activities have influenced the lives, customs and beliefs of people living in their various communities throughout the world today. By learning about the past and the different methods we can use to study it, the children should develop a greater understanding of our world and its peoples. History has an important role in the curriculum in that it arouses children's curiosity and prompts them to ask

questions and seek answers. Through History, children learn the valuable skills of research selecting and evaluating evidence, drawing conclusions and arguing their point of view. History enables children to develop a knowledge of how significant events and people fit into a chronological framework. By exploring a range of human experience they can understand more about themselves as individuals and members of society.

#### **4. Aims**

- To develop an understanding, interest, curiosity and enthusiasm for history
- To provide children with a sense of their own identity through study of the local area and the wider world
- To develop a sense of chronology
- To understand the present in light of the past
- To develop knowledge, skills and concepts, in particular the skills of enquiry, analysis and evaluation
- To teach children to organise and utilise historical information using a variety of methods
- To enable children to interpret the past, communicating their finding through an expanding historical vocabulary
- To use a range of sources including ICT

#### **5. Objectives**

- To provide children with a rich environment in order to stimulate interest in and curiosity about past historical personalities, events and issues
- To teach children about how the past was different from the present and that people from other times and places may have had different values and attitudes
- To give children knowledge and understanding of their own culture and those of other cultures in the modern world
- To help children to understand the nature of evidence by emphasising history as a process of enquiry
- To develop across the key stages and through the study units the concepts of: Cause and effect, Continuity and change, Evidence, Chronology and Similarity and difference
- To use history as a vehicle to enrich other areas of the curriculum

#### **6. Skills**

The study of history requires the development of a range of skills in order to interpret primary and secondary source material, ie:

- Posing and answering historical questions
- Making judgements about the reliability of sources
- Drawing inferences from the sources and assessing their values
- Analysing why accounts of the past differ
- Analysing gaps in evidence
- Detecting bias
- Posing and testing hypothesis

#### **7. Curriculum Organisation**

History in the National Curriculum has one attainment target which sets out 'knowledge, skills and understanding that pupils of different abilities and maturities are expected to have by the end of each key stage'.

The Attainment target has 6 level descriptions which describes the types and range of performance in History that pupils working at that level should characteristically demonstrate.

At KS1 the great majority of pupils are expected to work in the range of levels 1-3. The majority of pupils at age 7 are expected to attain level 2. At KS2 the great majority of pupils are expected to work in the range of levels 2-5. The majority of pupils at age 11 are expected to attain level 4.

In order to meet the requirements for the Programme of Study Burford School has developed the following long term plan:

### **Early Years**

Aspects of History are incorporated into the Early Years policy. These are taught in conjunction with other subjects, although some activities are more focussed towards historical skills.

### **Key Stage 1**

During KS1 pupils work on 5 History topics, these include 'Toys' and 'The Seaside'. They carry out historical enquiry both inside and outside the classroom. In doing so they ask questions about people, places and events and begin to develop a range of historical skills. Children frequently use primary sources such as artefacts and photographs. Opportunities to use ICT are included in the schemes.

### **Key Stage 2**

During KS2 pupils investigate a variety of Historical periods and begin to make links between them. They find out about the legacies of people and events. They carry out historical enquiry both inside and outside the classroom. In doing this they ask historical questions, and use historical sources such as maps, books, artefacts, posters, photographs, pictures and ICT. QCA schemes are used as these are well resourced and cover all of the National Curriculum requirements.

## **8. Planning for Continuity and Progression**

The Six Year Plan which is developed by staff and approved by governors ensures that sufficient time is allocated in each year group to the National Curriculum Areas of Study and the Study Units. The QCA guidelines give suggested time allocations for each unit and these are used as a guidance throughout the school.

The Scheme of Work is developed by the co-ordinators (in collaboration with the whole staff). It specifies which Key Elements should be covered in depth in each study area or Unit.

Medium term plans are drawn up by individual teachers, using the QCA and are monitored by the Headteacher and the co-ordinators. Lesson plans are used by the teachers.

**9. Links With Other Subjects and Cross Curricular Elements**

There are many obvious links with other subjects and where appropriate these links have been planned into schemes of work with Literacy, Numeracy and ICT (see Lesson Plans).

**10. Equal Opportunities**

All children have the right to equal opportunities in history regardless of background, gender or intellectual ability. History involves the study of other cultures and care should be taken of ethnic and cultural diversity within the school. Teachers should plan contexts for learning that appeal to both boys and girls and employ whatever strategies are necessary to ensure that both take an equally active part in all activities.

**11. Inclusion**

Our differentiated approach to many of the units in History provides us with the opportunity to identify the needs of each pupil and to respond to their needs. We discuss with the children, in both a formal and informal way, their work and targets, thus challenging them all to set their expectations for themselves as high as they feel they can achieve.

For the weaker students, worksheets and work have been adapted and simplified to ensure that the focus is upon literacy as much as upon history. For the more able students, extension work will be provided to enhance their learning. The advice of the SENCO will be consulted and planning will take into account the needs of specific children.

The planning of History will ensure a variety of contexts which encourage both boys and girls to take an active role in the subject eg Men at War and the importance of women working in factories and farming during this period.

**12. Health and Safety**

Learning Supporters and Parent helpers are used to supervise groups of children in history activities but the teacher retains responsibility for both the learning and the safety.

**13. Monitoring by the Co-ordinators**

Co-ordinators monitor teaching and progress in History within Burford School by:

- Observing lessons
- Assessing teachers' plans
- Informal discussions with teachers
- Looking at displays
- Observing Assessment Folders
- Samples of children's work, pupil outcomes and responses
- Feedback from visiting inspectors/advisors/consultants

Other information of use to the co-ordinator:

- Annual HMI subject report
- History section of Ofsted primary guidance on inspecting subjects
- National exemplars of assessed work in history (NC Action website)

#### **14. Monitoring by Governors**

Governors may use various strategies to see that the policy is being maintained in History by:

- Observing lessons on Governors' visits
- Looking at children's work
- Accompanying classes on visits
- Being present at an Inset Day.

#### **15. The Role of the Co-ordinators – Mrs Norton KS1 and Miss England KS2**

- Takes the lead in policy development and the production of schemes of work designed to ensure progression and continuity in History throughout the school
- Supports colleagues in their development of medium term plans, implementation of the scheme of work, assessment and record keeping
- Takes responsibility for the purchase and organisation of resources
- Keeps up to date with developments in History Education and disseminates information to colleagues as appropriate
- Ensures that the policy is updated.

#### **16. Assessment, Recording and Reporting**

Teachers can collect evidence of children's attainment in a variety of ways.

- Written work
- Observing pupils at work, individually and within a group
- Questioning, discussing and listening to pupils
- Through art work
- Samples of work kept to show levels of attainment and progress
- Annual assessment task.

An annual written report to parents details child's progress and achievements.

#### **17. Resources**

Resource books for the teaching of history can be found in: **Foundation Stage** and **Key Stage 1** held by Mrs Norton and individual teachers. **Key Stage 2** material held by Miss England and individual teachers in accordance with their study unit.

School library is a good source of further material.

Topic packs from the county library are ordered each term.

Each teacher has built up their own study unit resource box.

Photographs, posters, films and videos are held by individual teachers.

Other sources include adults talking about the past, especially about village life in Marlow Bottom and historical reconstruction days by actors.

