



MICKLEOVER PRIMARY SCHOOL

Name of Policy: History

Date of Policy: November 2015

Member of Staff responsible: Mrs Kate Wright

Review date: November 2019

Signature: _____ **Chair of Governors**

Date Approved: _____

At Mickleover Primary School

We are:

Motivated to learn

Proud of our achievements

Successful and skilled for life



HISTORY POLICY

AIMS

The aims of History are to enable the children to:

- Develop skills of historical research to enable children to use different sources (including books, photographs, objects, ICT sources, museums and historical sites) to ask and answer questions about history.
- Develop an understanding about the passing of time to enable children to put major historical periods and events in chronological order.
- Enable pupils to describe some of the most significant people and events from the periods they have studied, using dates and historical terms appropriately, giving reasons for situations and changes.
- Enable children to understand that their own lives are different from those of people in the past, and that History has been described and explained in different ways.
- Gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.

ORGANISATION

Classes are taught in single age year groups in both key stages. There are two classes per year group who are taught using the same joint planning.

TIME ALLOCATION

The school is using the National Curriculum examples as a basis for thematic or topic based planning, so therefore the time allocated is within the classroom timetable. The Curriculum Map outlines the topics to be taught in each year group.

FOUNDATION STAGE

Planning for history in Foundation Stage is based on the Early Learning Goals. It is an integral part of the topic work covered throughout the year.

CROSS CURRICULAR LINKS

History contributes to many subjects within the primary curriculum and every opportunity will be sought to draw historical enquiry skills out of a wide range of activities. This will allow children to begin to use and apply history skills and knowledge in real contexts.



RESOURCES

- All history resources are stored in classrooms or the container. Boxes are labelled according to topics.
- Video/DVD resources are kept in the library and books specific to each year group are stored within that department.
- School also has access, on request, to a further range of resources from the school library service.

An audit was completed last year and many topics across the key stages now have updated resources.

INFORMATION COMMUNICATIONS TECHNOLOGY (ICT)

ICT is used in a variety of ways to support teaching and learning. Each teacher has access to the Internet for use of interactive activities on the Interactive Whiteboard (IWB), as well as in the ICT suite. There is also a range of history software specific to each topic and key stage.

HEALTH AND SAFETY

Teachers will follow the “Rules for safe use of the Internet” to protect children when accessing the Internet for research purpose.

Children should be reminded of rules for the safe handling of artefacts, e.g. gas masks.

EQUAL OPPORTUNITIES

Mickleover Primary School is committed to providing a teaching environment which values, respects and challenges all children regardless of ability, race, gender, religion, social background, culture or disability.

In the context of the History curriculum this might include:

- Examples of male and female historians.
- Ensuring that a range of historical periods are represented and a variety of people are used as positive role models.

GIFTED AND TALENTED

Staff must ensure that there are adequate opportunities for Gifted and Talented children and these should be noted within planning where appropriate. The Geography and Gifted and Talented Coordinators should be informed. Pupils who are Gifted and Talented within Geography are offered the same curriculum as all other children, however they may work on activities at an extended level, using support staff and the Gifted and Talented Co-ordinator to give extra guidance where appropriate.

SPECIAL EDUCATIONAL NEEDS

Pupils are supported in a number of ways depending on their difficulties. This may include use of a Teaching Assistant, appropriately differentiated tasks or access to specialised equipment. Specific areas of weakness may be targeted through an Individual Education Plan.



ASSESSMENT

Assessment is an integral part of effective teaching and learning. Teachers assess children's work in history by making informal judgments as they observe pupils. Formal work will be marked on completion and feed back given where and when possible. Teachers keep informal records on pupils' progress and this is passed on to the next teacher at the end of the school year and used to inform parents of progress.

MONITORING AND REVIEW

The coordinator will ensure that there is continuity and progression in history by monitoring the planning, scrutiny of children's work and lesson observations. As part of Mickleover Primary School's monitoring cycle, history is given time whereby the coordinator carries out the above and reports back to Senior Management Team, staff and governors on their findings.

THE ROLE OF THE COORDINATOR

The coordinator should:

- keep up to date with new initiatives and developments including attending local network meetings.
- encourage and support staff in their teaching of history
- organise INSET as appropriate
- ensure that resources are maintained and updated as necessary including ICT software and hardware.
- ensure continuity and progression throughout the school
- manage the budget effectively