



Kirkstall St Stephen's

History Policy

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Kirkstall St Stephen's Primary School History Policy

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Rationale

This policy outlines the teaching, organisation and management of history taught and learnt at Kirkstall St Stephens C of E Primary School. The policy has been drawn up as a result of staff discussion and its implementation is the responsibility of all teaching staff. The responsibility for monitoring and review rests with the history subject leader.

The main purposes of the policy are:

- To establish an entitlement for all pupils.
- To establish expectations for teachers of this subject.
- To promote continuity and coherence across the school.

KSS School Mission Statement

We are cherished, we are challenged, we are children of God

Our Vision

We are cherished – we aim to create a caring environment where all children and staff feel welcome, valued, supported and respected.

We are challenged- through a stimulating and challenging learning environment, where achievements are recognised but it is also safe to fail, increasing our resilience.

We are children of God – we recognise the value of each and every individual, encouraging everyone's unique spiritual development and potential.

Our Ethos Statement

Our school ethos is represented by the KSS Values Tree; showing children's growth as a tree planted firmly into God's sustaining love and rooted in our school values of: trust, justice, perseverance, respect, thankfulness and forgiveness.

This is based on Psalm 1:3.

They are like trees that grow beside a stream,
that bear fruit at the right time,
and whose leaves do not dry up.
They succeed in everything they do.

Aims and Objectives

At Kirkstall St Stephens C of E Primary School, the aim of History teaching is to stimulate the children's interest and develop their understanding about the past, both in Britain and the wider world. Pupils consider how the past influences the present, what past societies were like, and how beliefs and cultures influenced people's actions. The objectives of teaching history in our school are:

- To arouse interest in the past and stimulate children's curiosity into finding out more;
- To develop knowledge and understanding of how people lived in other times and how those times were different from 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 encourage thinking about cause and effect, and how the past influences the present to experience a range of representations of the past;
- To develop the ability to communicate historical knowledge in a variety of forms; to understand how Britain is part of a wider European culture, and to study aspects of European history;
- To have some knowledge and understanding of historical development in the wider world;
- To help children understand society and their place within it, so that they develop a sense of their citizenship and cultural heritage;
- To develop in children the skills of enquiry, investigation, analysis, evaluation and presentation.

Equal Opportunities

History is a foundation subject in the National Curriculum. The fundamental knowledge, skills and understanding of the subject are set out in the National Curriculum programmes of study. All pupils are entitled to access the history curriculum at a level appropriate to their needs. In line with our Equal Opportunities Policy we are committed to providing a teaching environment conducive to learning. Each child is valued, respected and challenged regardless of race, gender, religion, social background, culture or disability.

Special Educational Needs

When teaching this subject we ensure that we provide learning opportunities matched to the needs of children with Special Educational Needs. We also take into account the targets set for individual children in their support plans.

Provision

History teaching focuses on enabling children to think as historians. We use enquiry questions as a starting point for our learning and to direct pupils' thinking about the past. We ensure that our curriculum includes teaching of our locality. In KS1 we ask questions about how our school has changed since it was built. In KS2 we ask how the industrial revolution impacted Leeds and what the remains of Kirkstall Abbey tell us about its history. We place an emphasis on examining historical artefacts and primary sources, and give children the opportunity to visit sites of historical significance. We encourage visitors to come into the school and talk about their experiences of events in the past. We recognise and value the importance of stories in history teaching, and we regard this as an important way of stimulating interest in the past. We focus on helping children understand that

historical events can be interpreted in different ways, and that they should always ask searching questions (e.g. 'How do we know?') about information they are given.

We recognise that in all classes children have a wide range of ability in history, and we seek to provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this by:

- Setting tasks which are open-ended and can have a variety of responses;
- Setting tasks of increasing difficulty, some children not completing 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 teaching assistants to support children individually or in groups.

Emphasis is placed on the development of skills and a historical perspective alongside factual knowledge. A variety of teaching approaches are used:

- Teacher presentations, role play, drama, story-telling.
- Question and answer sessions, discussions and debates.
- Individual and group research.
- Investigating artefacts and sources of evidence.
- Fieldwork, and visits to museums and sites of historic interest.

Assessment and reporting

The knowledge, skills and understanding in the programmes of study identify the aspects of history in which pupils make progress:

- Chronological understanding.
- Knowledge and interpretation of events, people and changes in the past.
- Historical enquiry

Children demonstrate their ability in history in a variety of different ways. Teachers will assess children's work by making informal judgments during lessons. On completion of a piece of work, the teacher assesses the work and uses this information to plan for future learning. Written or verbal feedback is given to the child to help guide his or her progress. Children are also encouraged to assess their own learning and make judgments about how they can move their learning forward.

At the end of a whole unit of work, the teacher makes a summary judgement about the work produced.

The prime purpose of assessment is to identify what each pupil can do in order to plan the next stage in learning and so enable a child to progress at his/her optimum rate.

Consequently, on-going assessment should be included in planning for History and should be a natural part of any lesson. Teachers assess children's progress against the learning

objectives and outcomes for the lessons. This may be done through observation of work, questioning and discussion.

Teachers use these assessments to plan future work and each teacher passes this information on to the next teacher at the end of the academic year.

Parents will be kept informed of their child's progress by:

- Receiving reports in which progress, effort and achievement is stated.
- Attend parent's evenings where targets and progress are discussed
- Receiving a half termly class newsletter
- Attending assemblies
- Being encouraged to be involved in their children's home learning.

Role of Governors

Our governors determine, support, monitor and review this policy through:

- Effective allocation of resources
- Ensuring that the school premises support the policy
- Monitoring the effectiveness of teaching and learning in terms of raising pupil attainment
- Ensuring that staff development and performance management promote good quality teaching and learning
- Monitoring the effectiveness of the policy through the school's governance process.

Resources

History resources are kept in the Teachers work room and in individual classrooms according to what is being taught in each year group. Teachers will control and monitor the use of resources during their lessons, but where possible and appropriate will encourage the children to be independent in the choice and management of the resources.

The Co-ordinator will ensure that all equipment is kept in good condition and is ready for use at all times. To assist in this, teachers are responsible for alerting the History Co-ordinator to any problems with History resources so that they can be remedied quickly.

Cross Curricular links

In History, opportunities are taken to make natural links with other subjects. These may include:

- Working with others through collaboration on projects, negotiating ideas, tasks and evaluations.

- History teaching contributes to spiritual, moral, social and cultural understanding by looking at the establishment of multicultural Britain and the moral implications of the actions of historical figures. Children are therefore provided with many opportunities to discuss moral questions
- Mathematical understanding; Children learn to use numbers when developing a sense of chronology through activities such as creating timelines and through sequencing events in their own lives. Children also learn to interpret information presented in graphical or diagrammatic form. They also study different number systems from past cultures, e.g. Roman numerals.
- History contributes significantly to the teaching of English in our school by actively promoting the skills of reading, writing, speaking and listening. Children develop oracy through discussing historical questions, or presenting their findings to the rest of the class. They develop their writing ability via a range of writing genres, for example by writing reports and letters.
- Where appropriate, we use ICT to enhance our teaching. Children use ICT in a variety of ways, such as word-processing, finding information on the Internet and presenting information through PowerPoint.

Staff Responsibilities

It is the responsibility of the History subject leader:

- Monitor History throughout school
- Develop, implement and review an action plan for history;
- Support colleagues in teaching the subject content and developing the detail within each unit.
- Renew, update and complement resources needed to deliver the curriculum, within budget restraints.
- Audit current practice.
- Keep abreast of developments in history education and media usage.

Monitoring, evaluation and review

To Monitor and evaluate History, the subject leader:

- Supports teachers via co-planning, INSET, sharing good practice, giving feedback etc.;
- Reviews the subject at the end of year through data analysis, auditing, planning, and noting evidence of history teaching throughout the school;
- Reviews resource provision;
- Works co-operatively with the SENCo.

This policy will be reviewed at least every 2 years.