

Haylands History policy_DRAFT

At Haylands Primary School we endeavour to provide a school day which excites challenges and motivates each child, and allows them to develop as independent learners. Our organisation of their learning promotes enjoyment, perseverance and self-discipline. We encourage the children to achieve personal excellence in all aspects of work and behaviour. As part of our whole school vision we want the children to develop their vocabulary to the highest possible standards.

Principles:

History is at the heart of the cross curricular approach to teaching at Haylands Primary. It is a key area that is used to promote effective learning through engaging children's personal interests and experiences. History should promote in pupils an appreciation of their communities in the context of the wider world and how these have changed and developed in the course of time.

The key to History, however, has to be to promote a love of learning through diverse experiences. These experiences should enhance children's potential to become effective, caring participants in society and promote continuing study and interests for life. Here at Haylands Primary we seek to promote the development of the individual child and allow them to enquire about the world around them and investigate it. We see a critical questioning approach as a fundamental life skill. Pupils should be encouraged to communicate their own interests, opinions and questions through a variety of media, particularly writing. It is vital that the children are equipped with the necessary skills and language to make sense of the world around them. We want our children to be able to make reasoned choices about the world that they inhabit.

The purpose of this document

This policy is to inform all those involved in the education of children at this school of our aims and practice with regards to the teaching of History. This will provide consistent opportunities for all and help to ensure continuity and progression in provision throughout the school.

Audience

The audience for this policy comprises all those involved in the education of children at Haylands Primary - teachers, support staff, Governors, parents and visitors.

Intent

- Children should learn the skills of investigation based upon observation, experience and prior knowledge.
- Children should learn a broadly chronological history of the United Kingdom and the wider world.
- Children should be able to question the world around them to gain insight, enjoyment and opportunity.
- History should stimulate children's curiosity to investigate the world and their place within it.
- Children should be able to form questions about people and events in the past helps them understand the present and prepare for the future.

- Through exploring cultures, beliefs, faiths, values, human rights and responsibilities, children develop a deeper understanding of themselves and others, and a sense of belonging.
- Children should learn that though people they study throughout history are often diverse and alien they share a greater number of similarities than differences.

In these ways, children learn about similarities, differences, diversity and how we live in an interdependent world. They learn about right and wrong, fairness and unfairness, justice and injustice. Their growing understanding helps them make sense of the world and prepares them to play an active role as informed, responsible citizens.

Implementation

History should be recognised as a key starting point for many topics. High quality thoughtful planning ensures that the requirements of the National Curriculum and the EYFS are met and that there is a balance in terms of materials used, knowledge and skills acquired. The best teaching in History is that which allows for reflection and revisiting. This approach allows for a greater depth of learning and promotes a critical approach. The big question curriculum is intended to provide a whole school journey that provided children with the experience and opportunity that they need to become the best learners possible.

History should be based around real experience, be it trips, artefacts or pictures. These real experiences should be used as a catalyst for further learning.

A variety of teaching and learning methods should be used including; the use of group work, paired work and individual/whole class work. The principles of quality first teaching should be applied at all times just as in any other subject. Some skills are most appropriately taught to the whole class, and then developed in smaller groups/individually. At other times it will be most successful to give input to either a child or small group of children. Skills are always taught, revised, developed and refined. Children are given opportunities to record their work in History in a range of different ways.

At Haylands Primary children are encouraged to work collaboratively, as well as individually (where appropriate).

Children with a talent in these areas should be presented with opportunity and to be challenged by targeted differentiation. Children should also be encouraged to challenge themselves both in and out of school.

Lessons in History should allow for opportunities to make links with other subjects. Children should be encouraged to write wherever possible, using subject specific language and form.

Children should be encouraged to question what they learn and take their own interests further. This should be supported by the programme of home learning throughout the school.

It is vital that all staff are aware of their place in the whole school programme of study. Whilst repetition in learning can obviously be beneficial in certain circumstances it is important that there is a sound justification for this when different year groups are covering the same aspects or ideas.

It is important for each year group to recognise that each year group is part of a whole school programme of study and as such there must be ongoing communication between the year groups if any changes are made to the curriculum.

Impact

Through our teaching we aim to:

- Give children the vocabulary that allows them to understand the concepts, language and patterns in History.
- Give children opportunity to communicate their thoughts, opinions and arguments in a variety of forms.
- Engage children' natural curiosity about the world around them and use it to stimulate further enquiry and learning.
- Promote children's self directed learning by allowing for time to reflect and discuss ideas.
- Challenge any preconceptions about the world and allow children to draw their own conclusions and make reasoned arguments based on fact.
- Develop the children's ability to form a cogent argument based on facts and knowledge.
- Promote a love of learning.

Educational visits.

We believe that fieldwork is an essential way of stimulating children in history

Staff should always plan trips thoroughly to ensure maximum impact on children's learning. To facilitate this all teachers involved should take part in a pre-visit.

It is essential that all members of staff read the Educational visit policy before undertaking any trip. This will ensure all issues of safeguarding, planning, risk assessments, follow up and paperwork is thought of.

Resources

Each classroom should have a History display utilising these resources wherever possible. If specific resources or artefacts are required staff should inform the coordinator so that these needs can be met (especially if a cost is involved). The curriculum lead is responsible for the gradual acquisition of key resources to be held centrally but the whole staff are responsible for their upkeep and care.

Assessment, monitoring and record keeping

Teaching staff have a responsibility to keep a record of progression of all pupils.

The History co-ordinator has a responsibility for reporting back and developing the Scheme of Work in partnership with the rest of the staff.

Children are assessed in History on an ongoing basis. This can be in the form of:

- Questioning, talking and listening to pupils
- Observing pupils at work
- Using digital photography and video to record the process of their work
- Using the National Curriculum attainment targets. This will inform the teacher at what level each child is working at.

Key skills

High quality History curriculum is NOT the teaching of facts and figures, it is much more. If taught properly it is the development of a series of basic life skills such as questioning, critical thinking, debate, opinion, resilience and self motivation in learning. These skills are transferable to all areas of learning and life. The skills below are the overarching skills taught at Haylands Primary.

Children should be able to;

- undertake investigations and enquiries, using various methods, media and sources
- compare, interpret and analyse different types of evidence from a range of sources
- present and communicate findings in a range of ways and develop arguments and explanations using appropriate specialist vocabulary and techniques
- consider, respond to and debate alternative viewpoints

SEND

Children with special needs will be helped to achieve their potential. It may be necessary to adapt the task, give additional support and/or consider the benefit of specifically adapted tools. This will be recognised where possible at the planning stage. Children with an aptitude for any area of the History curriculum should be challenged to reach their full potential. This should be undertaken through consultation with the coordinator.

Equal opportunities

All children are entitled to the History curriculum. No child is discriminated against for race, culture, gender, ability, religion or social background.