



FERNDALE PRIMARY
SCHOOL

History Policy

2013

History policy for Ferndale Primary School

Coordinator: Miss C. Holden

Date of policy update: January 2013

Aims and objectives

The aim of teaching history at Ferndale is to stimulate the children's understanding about the life of people who lived in the past. We teach children a sense of chronology helping them develop a sense of identity. Also, in collaboration with other subject areas, help the children to develop a sense of cultural understanding from historical heritage. They learn to use the information we know about the past in order to influence their decisions for the future and to value other people's cultures as well as their own. History at Ferndale contributes towards the teaching of PHSE by learning about how Britain has influenced our lives today and how to use independent learning skills to learn about history. The children are encouraged to develop their research, enquiry, analysis, interpretation and problem-solving skills.

Our objectives in the teaching of history:

To encourage children to have an interest in the past and to develop an understanding that enables them to enjoy all that history has to offer.

To help children understand society and their place within it, so that they develop a sense of their cultural heritage.

To develop a sense of chronology.

To develop the skills of enquiry, investigation, analysis, evaluation and presentation.

To inform children about significant events in British history and to appreciate how many parts of our culture and life have changed over time.

To know and understand how Britain is part of a wider European culture and to study some aspects of European history.

To have some knowledge and understanding of historical development in the wider world.

Teaching and learning style:

History teaching focuses on enabling the children to think as historians. We place an emphasis on independent thinking "How do we know what has happened in the past?" "How can we find out about the past?" This begins with the examination of historical artefacts and primary sources. In each key-stage we give children the opportunity to visit sites of historical significance. We encourage visitors to come into Ferndale and talk about their experiences of events in the past. We recognize and value the importance of stories in history teaching and we regard this is an important and effective way of stimulating interest in the past. We focus on helping children to understand that historical events can be interpreted in different ways and that they should always ask searching questions about the information that they possess.

In the Foundation stage, the children are encouraged to look at their own history, thinking about themselves as babies and how they have grown and developed since then.

Year 1 research old and new toys, making use of a toy museum role-play to create opportunities for discussion and mutual learning in a creative environment. Speakers often come in to talk to them about the toys they had when they were children and investigative homework is set to find out about the past and experiences of familiar adults.

Year 2 relate their Christmas residential trip to the Nativity scene and visit a 900 year old church, which incorporates the ancient past with events and experiences of their own lives.

Year 4 have a dress-up day related to their World War 2 topic, where the children experience school life in war-time era e.g. children and staff dress up in 1930s type costume, children are sat altogether on benches using authentic materials and resources of the era, teachers adopt some of the teaching methods from the era also. They also go on a trip to RAF Cosford to tie in with children's interests around this topic. In the Spring term they go a trip to Warwick castle to enhance their learning about Tudor times.

Year 5 visit the Black Country museum to enhance their learning about life in Victorian Britain.

The children in Years 4, 5 and 6 are also set homework, sometimes taking the form of independent projects based on historical ideas. This is done with guidance from the class teacher but the work is completed at home and composed independently. Year 1 are assigned a 'talking homework' to find out about toys from the past, involving the experiences of familiar adults. Year 4 are given the choice to complete a World War 2 project where they can write or make a piece of work which encompasses the information they have gained from covering the topic. Year 5 and Year 6 are given opportunities to complete projects at home based on the topics they have covered at school. The most popular topics have been the Victorians, World War 2 and the Beatles in the 1960s.

We recognize the need for differentiation within the teaching of history to suit the wide range of abilities within our school and we aim to provide suitable learning opportunities for the children by...

- Setting tasks for the children that are open-ended and can have a variety of responses
- Setting tasks of increasing difficulty, so not all children will complete all the tasks/will approach tasks in different ways
- Grouping children according to ability within the classroom and providing them with different tasks according to their ability within their class
- Using support workers within the classroom to support individual children and groups

History curriculum planning

At Ferndale we use objectives from the QCA schemes of work as a basis for our history planning and adapt the delivery of this curriculum to cater for the differing needs of our children. We also alter paths of learning to make use of the array of local trips and visits, home-centred work and projects and themed days within school. We are encouraged by the

interest and enthusiasm of our pupils towards their history topics and feel that we provide a good amount of suitable and relevant opportunities for learning about history outside the classroom context. Through the planning, teaching and organisation of these opportunities there is a notable progression so the children are increasingly challenged as they advance through the school.

Planning is completed in three phases; long term, medium term and short term. In the long term, the coordinator works alongside the class teachers to provide an overview of the topics to be completed and at what stage of the academic year. The QCA provides an outline of objectives and possible schemes of work for the medium term plans. In Key stage 1 the focus is to make the concept of 'history' relevant to the child, to encourage inquisitiveness and questioning and to provide them with the language skills they need to understand and engage with historical learning. In Key stage 2, there is an increasingly larger focus on independent investigative work, through the study tasks that the children complete. Short term plans are then completed on either a weekly planning grid or activity sheet by the class teacher, explaining the key elements of an individual lesson, such as the learning intentions and the outcomes of each lesson. These are then on occasion monitored by the subject coordinator.

The Foundation Stage

History in the Foundation stage is looked at from the perspective of the history of the individual child. Historical objectives are constantly addressed the constant repetition of language, referral to the daily routine, time and chronological order of events throughout a day or year. Personal experiences and the lives of familiar people have particular emphasis in specific focus teaching and learning.

The contribution of history to teaching in other curriculum areas

History and Literacy

History contributes actively to the teaching of literacy at Ferndale by promoting speaking and listening skills, reading and writing. In extended writing, historical accounts are often given as a starter piece, especially in upper Key stage 2. A lot of sources of primary and secondary sources of evidence require the children to use their reading and comprehension skills. The children's independent writing skills are encouraged through the reports they write and from other written information they produce.

History and Numeracy

History is taught through numeracy by looking at the chronology of events and the dates they occurred. In Foundation, there is a great emphasis on ordering events in logical succession, modeling the vocabulary we need to use in order to talk about events and highlighting the changes of the seasons, including weather, environment and special occasions. In Key-stage 1, timelines are a focus with Year 1 looking at their own timeline and Year 2 looking at significant events in history and where they fall in comparison with their own lives. The children also learn to interpret information presented in diagrams and graphs.

History and PSHE

History at Ferndale contributes to the teaching of Personal, Social and Health education by encouraging younger children to discuss with others their own lives and significant events. They also gain insight into the lives of children at all other points in history, such as during World War 2 and in Victorian times. They can explain their views on topics, encouraging self confidence and foster a sense of empathy by listening to the views of others. Most importantly, they also learn about other cultures and historical backgrounds of these cultures, encouraging tolerance and respect for others.

History and ICT

ICT is incorporated into our teaching of history with use of a variety of clips, videos, DVDs and internet resources throughout the school. The Espresso software package that we have access to has a variety of news clips, games, pictures, newspaper articles and activities to support and enhance the learning of history. Inset training has been delivered so that staff are aware of the resources available on this programme. Children are encouraged to use word-processing when completing their independent reports in Key stage 2. All pupils have access to computers and laptops to access information on such subjects by using the internet, Encarta software and Espresso. Espresso is also available to the children to access at home to support their learning.

History and inclusion

At Ferndale we teach a variety of children with Special Educational Needs, ranging from mild to more severe. Through the teaching of history at our school, we provide a varied curriculum suitable for the level of all such children, enabling them to make good progress. At Ferndale we work hard to meet the needs of those with special needs, disabilities, those with English as an additional language and those with academic gifts and talents. When a child's progress is not as expected, the child may be classed as having a special educational need. We look at a range of factors such as the differentiation, teaching style, materials and organisation of the classroom to attempt to meet the child's need effectively. Sometimes assessments can be made against the national curriculum attainment targets and level descriptors to look at the progress a child is making in contrast with age-expected levels. Intervention can be made through school by creating an IEP for any child with special educational needs. The IEP may include specific history targets if appropriate. We enable all children to have access to the full range of activities involved in learning history. Where children participate in activities outside of the classroom e.g. a local visit, we always carry out a risk assessment before the visit to ensure that the visit is safe and appropriate for all the pupils that are going.

Assessment for learning

Children demonstrate their ability for history in a manner of different ways. The children in Key stage 1 for example, may show another child around the toy museum, as a tour guide, explaining the differences between new and old toys, while the children in Key stage 2 may produce an independent report on the Vikings. Teachers will assess the children's work by making informal judgements during lessons. On completion of a piece of work, the teacher will assess the work and use this information to plan for future learning. Written or verbal

feedback is given to the children to help them guide their own progress. Older children can be encouraged to make judgements about their own work.

At the end of a unit of work, the teacher makes a summary judgement about the work of each pupil in relation to the National Curriculum levels of attainment. The history coordinator keeps samples of children's work in a portfolio. These demonstrate what the expected levels of achievement are in history for each age group in the school.

Resources

There are sufficient resources for all history teaching units in school. There are a small number of resources situated with the history coordinator. The majority of resources stay in the cupboards of the main year group who uses the resources for each unit of work. The libraries contain a good supply of topic books and some software to support the children's individual research.

Monitoring and review

The coordination and planning of the history curriculum are the responsibility of the subject leader who also:

- Supports colleagues in their teaching of history, by keeping informed about current developments in history and by providing a strategic lead and direction for this subject
- Manages the history budget, ensuring that resources are updated and relevant to teaching, and are available and accessible
- Consistently acts upon and reviews the current history development plan

Signed

Miss C. Holden

Academic year: 2012/2013