

Manor Hall Academy



HISTORY POLICY

CICELY HAUGHTON SCHOOL

Building Relationships

Celebrating Success

Promoting Change

CICELY HAUGHTON SCHOOL

POLICY FOR HISTORY

Introduction

- THIS DOCUMENT IS a statement of the aims, principles and strategies for teaching and learning of History at Cicely Haughton School.
- THIS POLICY WILL BE REVIEWED in the Spring 2023. A schedule for the review of this has been set for a one year period.

What is History?

- HISTORY is the study of the past, involving the study and interpretation of the record of human societies.

Aims

History teaching offers opportunities to:

- Develop children's sense of identity through learning about the development of Britain, Europe and the world;
- Introduce children to what is involved in understanding and interpreting the past;
- Develop children's ability to study evidence (artefacts, written, pictorial, primary and secondary evidence), and to ask questions and make enquiry.

Principles of the teaching and learning of History

- HISTORY IS IMPORTANT because:
 - It is a body of knowledge essential to our understanding of the development of the past and modern societies.
 - Children develop language skills through talking about their work and presenting their own ideas using sustained and systematic writing of different kinds.
 - Children learn about the experiences of people in the past, and why they acted as they did.
 - Children learn how people in the past changed the societies in which they lived.
 - Children develop and understanding of right and wrong and the ability to handle moral dilemmas in a responsible way.
- HISTORY IS A FOUNDATION SUBJECT in the National Curriculum. The fundamental skills, knowledge and concepts of the subject are set out in "National Curriculum in England: history programmes of study".

Strategies for the teaching of History

- THE HISTORY CURRICULUM IS ORGANISED on a topic-based programme using www.planbee.com and Twinkl
- A variety of teaching strategies is used to ensure a flexibility of approach can be maintained.
- The delivery of schemes relies primarily upon thinking skills, speaking and listening skills and fact acquisition.
- Discussion is encouraged as is the acquisition of appropriate historical vocabulary.
- All teaching is done by the Class Teacher and Teaching Assistant.
- Pupils with learning difficulties receive extra support in the classroom from Teaching Assistant when appropriate:
 - In the preparation of history lessons attention is given to differentiation and the matching of teaching and learning strategies to enable all pupils to participate fully and achieve success
- EXCELLENCE IN HISTORY IS CELEBRATED in display and performance, including:
 - Praise and commendation from individual staff and peers
 - Work is displayed in class and throughout the school

Strategies for ensuring Progress and Continuity

- PLANNING IN HISTORY is from www.planbee.com and Twinkl adapted to high quality resources and meets the needs of National Curriculum.
- THE ROLE OF THE HISTORY CO-ORDINATOR is to:
 - Direct policy development and produce schemes of work designed to ensure breadth of study in line with requirements of National Curriculum.
 - Monitor progress in History and advise teachers on action needed.
 - Take responsibility for the purchase and organisation of central resources for History.
 - Keep up-to-date with developments in History education and disseminate information to colleagues, as appropriate.
- FEEDBACK TO PUPILS about their own progress in History is achieved through the marking of work.

Effective marking

- Aims to help children learn, not to find fault, and comments aim to be positive and constructive.
- Is often done while a task is being carried out through discussion between child and teacher
- Of written work is used sensitively and with discretion so that a child can assimilate a limited number of corrections at one time - this will vary according to age and ability. FORMATIVE

ASSESSMENT is used to guide the progress of individual pupils in History. It involves identifying each child's progress in each aspect of the subject, determining what each child has learned and what therefore should be the next stage in his learning. Formative assessment is mostly carried out informally by teachers in the course of their teaching.

Suitable tasks for assessment and future discussion will include:

- Small group discussions perhaps in the context of a practical task.
- Specific assignments for individual pupils (written/spoken/pictorial).
- Individual discussions in which children are encouraged to appraise their own work and progress; this may be done in groups or pairs when collective tasks have been undertaken.

History & Computing

The www.planbee.com planning contains Computing resources to ensure Historical Enquiry can be extended via computers and a wide use of the internet enhances all topics.

Strategies for Recording and Reporting

- RECORDS OF PROGRESS IN HISTORY kept for each child will contain
 - A history folder of work, dated and annotated with teacher comments and containing the terms work which shows achievement and progress.
 - FORMATIVE ASSESSMENT is ongoing.
- RESOURCES IN HISTORY are the responsibility of the History Coordinator.
- THE LIBRARY has a range of historical-based material to be used for pupil's personal interest topics and there is also a visiting library subject to requirements.
- HEALTH AND SAFETY ISSUES
 - There are no specific Health and Safety issues in History.
 - Field trips and visits have a high level of staff supervision and safe working practices are observed at all times.

The school has achieved dyslexia friendly full status and as such will give due regard to dyslexia friendly strategies and objectives.