

Broomwood Primary School

Mission Statement

We aim for all to achieve their full potential in a caring environment

History

(1)

HISTORY POLICY

WHAT IS HISTORY?

We see history as a study of people and events from the earliest of societies to the modern age.

It is concerned with evidence, explanations and judgements, with cause and effect and with continuity and change.

OUR PHILOSOPHY

We believe that history is an important part of the curriculum.

- Making a contribution to the personal and social development of pupils.
- Providing an understanding of the present with reference to the past, enabling students to develop a sense of time.
- Promoting the development of historical skills and a quality of open mindedness which questions assumptions and demands evidence for points of view.
- Providing an insight into the cultural heritage of the local, national and international community.
- Helping them to develop an understanding of their own cultural roots and shared inheritances.
- Using information and communication technology to further develop historical skills and knowledge.

It makes a significant contribution to an understanding of human rights, to political education, multicultural education, economic awareness and environmental education.

All children should be presented with the opportunity to experience success and enjoyment in history, regardless of race, ethnicity, gender, ability and disability.

STATUTORY REQUIREMENTS

The History Document and subsequent schemes of work meet the requirements of National Curriculum Programmes of Study for History at Key Stages 1 and 2.

Opportunities will be provided to develop the key elements:

- Chronology
- Range and depth of historical knowledge and understanding
- Interpretations of history
- Historical enquiry
- Organisation and communication

EQUAL OPPORTUNITIES

All children should be presented with the opportunity to experience success and enjoyment in History, regardless of race, ethnicity gender, ability and disability. See the Equal Opportunities Policy.

OUR AIMS

It will be the school's policy to promote the development of historical skills from year to year.

We believe that children should develop the following skills – an ability to:

- Ask questions and form hypotheses
- Plan investigations
- Find, collect and record information
- Analyse information
- Evaluate and organise information

The development of these skills is seen as important as the actual subject content.

PLANNING

Teachers will plan suitably challenging historical activities in line with the National Curriculum and the QCA scheme of work for History.

a) Long Term Planning

The teachers follow the Whole School Plan which ensures reasonable breadth and balance across the age range. Consideration should be given to cross-curricular work.

Teachers are aware of the topics to be covered by their class and this will facilitate continuity, breadth and the important implication of resources.

b) Medium Term Planning

This looks in detail at the term's work and should include details of:

Teaching objectives – the History Scheme of Work details key National Curriculum objectives for each topic.

Skill to be developed in the topics

Resources

Activities

Assessment

c) Short Term Planning

Teachers should plan the week ahead in some detail, making reference to the medium term planning.

Teachers are responsible to the Headteacher and Curriculum Co-ordinator for all aspects of their planning.

TEACHING METHOD

There are clear implications for the way in which history is taught.

Enquiry should form an important part of the pupil's work in history. It should take account of pupil's interests, experiences and capabilities, leading to investigations based on classroom activities and fieldwork.

A variety of teaching methods best suited to the abilities and interests of the children will be used, including:

- Presentation by the teacher (including story telling)
- Enquiry based research, by individuals, groups or the class
- Discussion and debate

Information will be selected from a variety of sources such as:

- Fieldwork, visits to museums and historical sites
- Visitors
- Photographs, TV and radio programmes and videos
- Documents
- Computer based materials
- Books

Some of these resources will be readily available in the classroom or school while others may be ordered in advance from the resource centre.

Teachers should take into account the history and resources of the local area and the local community when they plan their work.

Children should be given opportunities to use appropriate Information Technology.

In the Early Years, history will usually form part of an integrated programme of work. Higher up the school, it may be appropriate to teach history as part of Humanities, linking it with the overall topic for the Year Group.

ASSESSMENT, REPORTING AND RECORD KEEPING

Assessment will be in line with the school's Assessment Policy.

HEALTH AND SAFETY

The staff work in accordance with Trafford's Health and Safety Guidelines. All visits will be organised in line with the School's Visits Policy.

EQUAL OPPORTUNITIES

All children should be presented with the opportunity to experience success, regardless of race, ethnicity, gender, ability or disability.

RESOURCES

Details of resource requirements can be found in individual teacher's planning and an audit of resources available in the school will be held annually.

While some materials may be stored in classrooms, others are available in the central resource area and the staff room. A list of resources is included with the Scheme of Work.

THE ROLE OF THE HISTORY CO-ORDINATOR

- To provide guidance and support to staff implementing the curriculum
- To organise, review and maintain an inventory of resources
- To ensure staff are aware of current developments in the teaching of history, and the courses available
- To ensure continuity and progression throughout the school.

THE ROLE OF THE HEADTEACHER

The role of the Headteacher is:

- To support the work of the co-ordinator to enable the school to have a well planned and well delivered history curriculum.

REVIEW OF POLICY

This policy will be reviewed and revised in line with developments in the National Curriculum and the School Development Plan.

October 1995

B H Tarbuck

Revised April 2002

Reviewed January 2004

Reviewed December 2005

Reviewed September 2007

L Jones

Signed _____ **Chair of Governors**

Date _____