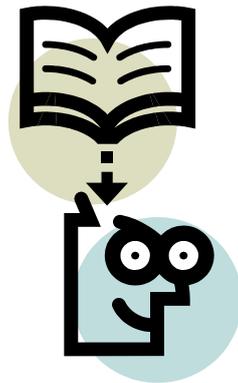


MAPLE PRIMARY SCHOOL

HISTORY POLICY



Reviewed 2006: by Sophie Pagett in consultation with Tim Bowen, Val Kemp, Gill Clilverd, Mandy Sykes, Rachel de la Croix, Julia Turner, Rebecca Broomhead, Roz Smith, Laura O'Shea, Mel Haygarth, Veronica When and Nicky Meaden.

1. Aims and Purposes

We teach History to:

- Fire pupils' curiosity about the past
- Encourage thinking about how the past influences the present
- Develop a sense of chronology
- Foster a sense of identity and an increased understanding of pupils' own position in the community and wider world
- Develop a range of skills and abilities – particularly those related to finding out about the past, explaining what happened and what people then and now think about what happened.

2. Teaching and Learning

Through teaching History, we can:

- Improve pupils' skills in all areas of the curriculum
- Develop pupils' thinking skills
- Promote awareness and understanding of gender, cultural, spiritual and moral issues

In teaching History, teachers will:

- Use a range of methods to provide interest and participation for all children, eg: fiction (narrative) and non-fiction accounts; debates; role play; model making; drawings and diagrams; artefacts; historical visits
- Often use a key question to direct pupils' thinking/enquiry about the past
- Use starters and plenaries to ensure students fully understand what they are learning, how they learn and how well they are progressing.

In learning History pupils will:

- Use a range of sources such as texts, people, the local environment, sites, photographs, portraits, artefacts, ICT based materials, primary sources, data and TV/video extracts
- Investigate significant issues about the past
- Work in a variety of contexts – individually, in groups, as a whole class
- Present their knowledge in a variety of ways such as through timelines, sketches, maps, writing, art, drama and models
- Begin to pose and investigate their own questions about the past.

3. Planning Framework

Long term planning is undertaken in the yearly plans. Medium term planning takes place on a half-termly basis. The medium term plans identify a sequence of activities, learning objectives and outcomes. Modules from the QCA scheme have been selected

- Foundation Stage:
History is incorporated into the curriculum in a variety of ways, such as practical activities, interaction with other adults and children gathering information from studying photographs and artefacts.
- Key Stage 1:
History is usually integrated into and taught as part of a topic.
- Key Stage 2:
History is studied under a specific topic heading.

4. Assessment, Recording and Reporting

- Assessment procedures are in line with the School's Assessment Policy.
- Learning outcomes are identified in the medium term plans.
- Individual records are on-going in the teacher's own notes and reports on how the pupil has achieved are sent home annually.

5. Role of the Co-ordinator

The History Co-ordinator will:

- Manage and maintain History curriculum resources.
- Monitor, review and develop the school's History Policy in line with national and local guidelines.
- Maintain and update subject knowledge by:
 - a. Liaison with SIAS Advisory staff
 - b. Establishing a professional library
 - c. Attending courses and feeding back good practice to colleagues
- Lead INSET
- Maintain continuity and progression in History across the school by working closely with other members of staff.
- Provide advice and support to colleagues.
- Have a general oversight of History across the Key Stages through:
 - a. Regular access to children's work
 - b. Seeing yearly and termly plans for all classes
 - c. Knowledge of assessment in line with school practice and policies
 - d. Working with teachers and children in History lessons/assemblies when appropriate
 - e. Being aware of practice from Reception to Year 6.

6. Resources

Resources are stored in the Resources Room or teachers' classrooms.