



History Policy

*Arnside National Church of England School is a lively and caring community where all are supported, nurtured and encouraged. Our vision is rooted and grounded in love, God's greatest gift, which helps and guides everyone at our school to aspire, believe and achieve. 'Let all that you do be done in love'
(1 Corinthians 16.14)*

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Aims and objectives

The aim of history teaching here at Arnside National School is to stimulate the children's interest and understanding about the life of people who lived in the past. We teach children a sense of chronology, and through this they develop a sense of identity and a cultural understanding based on their historical heritage. They learn to value their own and other people's cultures in modern multicultural Britain and, by considering how people lived in the past, they are better able to make their own life choices today. In our school, history makes a significant contribution to citizenship education by teaching about the manner in which Britain developed as a democratic society. We teach children to understand how events in the past have influenced our lives today; we also teach them to investigate these past events and, by so doing, to develop the skills of enquiry, analysis, interpretation and problem-solving.

The aims of history in our school are:

- to foster in children an interest in the past and to develop an understanding that enables them to enjoy all that history has to offer;
- to develop knowledge and understanding of how people lived in other times and how those times were different from today;
- to enable children to know about significant events in British history and to appreciate how things have changed over time;
- to develop a sense of chronology;
- to encourage thinking about cause and effect, and how the past influences the present to experience a range of representations of the past;
- to have some knowledge and understanding of historical development in the wider world;
- to understand how Britain is part of a wider European culture, and to study aspects of European history;
- to help children understand society and their place within it, so that they develop a sense of their cultural heritage;
- to develop in children the skills of enquiry, investigation, analysis, evaluation and presentation.
- To develop the ability to communicate historical knowledge in a variety of forms;
- to help children understand society and their place within it, so that they develop a sense of their citizenship and cultural heritage;

Teaching and learning style

At Arnside, we teach history through an enquiry-based approach. Historical enquiry allows our children to question, interpret, explain and communicate their reasoning as a historian. Each history topic is launched with a 'big question' – a question where the answer is unknown at the beginning of the unit, but one that the children will be able to answer by the end. Lessons are then based around a sub – enquiry question relating to their topic and big question. By the end of the unit, through the use of enquiry questions and discussions, children will be able to answer their main topic question.

Within lessons, children will use and interrogate a range of primary and secondary sources to deepen their knowledge on their chosen topic and support the children with their enquiries. As children move throughout the school, their knowledge grows across different time periods and they build upon and develop their skills from previous years.

Lessons are further enriched outside of the classroom with a range of outdoor learning opportunities for all year groups such as trips to Hadrian's Wall, Lancaster Maritime Museum and HMS Belfast. We encourage visitors to come into the school 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 as an important way of stimulating interest in the past. We focus on helping children understand that historical events can be interpreted in different ways, and that they should always ask searching questions (e.g. 'How do we know?') about information they are given

We recognise the fact that in all classes there are children of widely-different abilities in history and we seek to provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this in a variety of ways, eg:

- setting common tasks which are open-ended and can have a variety of responses;
- setting tasks of increasing difficulty. Not all children complete all tasks;
- grouping children by ability in the room and setting different tasks for each ability group;
- providing resources of different complexity depending on the ability of the child;
- using classroom assistants to support children individually or in groups.

Emphasis is placed on the development of skills and a historical perspective alongside factual knowledge. A variety of teaching approaches are used:

- *Teacher presentations, role play, drama, storytelling.*
- *Question and answer sessions, discussions and debates.*
- *Individual and group research. Investigating artefacts and sources of evidence.*
- *Fieldwork, and visits to museums and sites of historic interest.*
- *Drama groups and guest speakers.*

History curriculum planning

We use the National Curriculum as a basis for our planning. We ensure that there are opportunities for children of all abilities to develop their skills and knowledge. The long-term plan maps the history topics studied in each key stage.

Our medium-term plans give details of each unit of work. The headteacher keeps and reviews these plans on a regular basis. Because we have some mixed-age classes, we carry out the medium-term planning on a two-year rotation cycle for KS1 and a three-year rotation cycle for Year 3,4 and 5 in KS2. By so doing, we ensure that children have complete coverage of the National Curriculum, but do not have to repeat topics. Year 6 is single-age class, so follow the same curriculum each year.

The class teacher is responsible for short term planning and ensuring specific learning objectives for each lesson. The class teacher keeps these individual plans.

Foundation Stage

In EYFS, we use a combination of the Statutory Framework and Development Matters to plan and provide an enriched coverage of History. This ensures Early Learning Goals (ELGs), which underpin the curriculum planning for children aged three to five, can be achieved.

History makes a significant contribution to the ELG objectives of developing a child's knowledge and understanding of the world through handling artefacts and discovering the meaning of new and old in relation to their own lives.

Where possible, EYFS link history to other topic work covered during the year.

The contribution of history to other subjects:

English

History contributes significantly to the teaching of English in our school by actively promoting the skills of reading, writing, speaking and listening. Some of the texts that we use in Literacy are historical in nature. Children develop oracy through discussing historical questions or presenting their findings to the rest of the class. They develop their writing ability by composing reports and letters from an historical perspective.

Mathematics

History teaching contributes to the teaching of mathematics in a variety of ways. Children learn to use numbers when developing a sense of chronology through doing activities such as time-lines. Children learn to interpret information presented in graphical or diagrammatic form.

Computing & ICT

We use ICT in history teaching where appropriate and we meet the statutory requirement for children to use ICT as part of their work in history at Key Stage 2. Children use ICT in history to enhance their skills in data handling and in presenting written work, and they research information using the Internet and Ancient Lands. Children have the opportunity to use the digital camera to record and use photographic images and they communicate with other children in other schools by using e-mail.

Personal, social and health education (PSHE) and citizenship

History contributes significantly to the teaching of personal, social, citizenship and health education and we incorporate this into our teaching.

Teaching history to children with special educational needs

At our school we teach history to all children, whatever their ability. History forms part of the school curriculum policy to provide a broad and balanced education to all children. Through our history teaching we provide learning opportunities that enable all pupils to make progress. We do this by setting suitable learning challenges and

responding to each child's different needs. Assessment against the National Curriculum allows us to consider each child's attainment and progress against expected levels.

When progress falls significantly outside the expected range, the child may have special educational needs. Our assessment process looks at a range of factors – classroom organisation, teaching materials, teaching style, differentiation – so that we can take some additional or different action to enable the child to learn more effectively. This ensures that our teaching is matched to the child's needs.

Intervention through School Action and School Action Plus will lead to the creation of an Individual Education Plan (IEP) for children with special educational needs. The IEP may include, if appropriate, specific targets relating to history.

We enable pupils to have access to the full range of activities involved in learning history. Where children are to participate in activities outside the classroom we carry out a risk assessment prior to the activity, to ensure that the activity is safe and appropriate for all pupils.

Assessment and recording

We assess children's work in history by making informal judgements as we observe them during each history lesson. On completion of a piece of work, the teacher marks the work and comments as necessary. The class teacher keeps examples of children's work in the foundation subjects which show different levels of achievement in history in the school.

Resources

We have a variety of resources for all history teaching units in the school. The library contains a good supply of topic books supplemented by the Library Service Topic Boxes. We monitor and evaluate our resources on a regular basis.

Monitoring and review

Monitoring of the standards of children's work is the responsibility of the history co-ordinator and the headteacher. The history curriculum is reviewed via staff meetings and formal and informal meetings between staff.