

# **Sidmouth Primary School**

## **POLICY ON HISTORY**

**Spring 2005**

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History is one of the foundation subjects of the National Curriculum. At Sidmouth Primary we base it on the Key Stage One areas of study and the Key Stage Two study units as identified in the National Curriculum 2000. Learning about the past and the methods used to study it, helps pupils to make sense of the world in which they live.

### **AIMS**

1. To stimulate and interest pupils.
2. To develop the acquisition of knowledge which provides insight into the cultural heritage of the local, national and international community.
3. To develop an understanding of the present through a study of the past.
4. To develop the key concepts of time/chronology, cause/effect, continuity/change and similarity/difference.
5. To develop the ability to acquire evidence from historical sources.
6. To give pupils a sense of identity through the study of the past..
7. To develop the ability to understand different interpretations of history.

### **GENERAL OBJECTIVES**

#### **Key Stage One**

At Key Stage 1 the aims will be achieved through:

1. The study of events and happenings within living memory of the children and their families. Particularly focusing on change and why it occurred.
2. Through the study of a period beyond living memory (This will be part of the Year 2 curriculum.) and the period will be chosen by the class teacher.
3. The lives of different kinds of famous men and women.
4. Past events including local and national events, events in other countries, events which have been remembered from succeeding generations.
5. Cross-curricular activities which foster the development of historical skills in young children e.g. sequencing and close observational work.

**GENERAL OBJECTIVES continued ...**

## **Key Stage Two**

At Key Stage 2 the aims will be met by teaching about important episodes and developments in Britain's past from Roman to modern times including local history, and the teaching of ancient civilisations and history in another part of the world. Pupils should have the opportunity to study the lives of people at different levels of society, scientific, technological and cultural achievements, political and religious aspects.

A variety of historical evidence will be used including:

- Written evidence
- Pictorial
- Artefacts
- Audio visual
- Stories/drama
- music
- Museum/site visits
- historical buildings
- oral history
- ICT

All children will be encouraged to question, make deductions and look at different interpretations of events in the past.

Sequencing and timelines will be used to develop an awareness of change over time and to pinpoint important events.

## **Foundation Stage**

In the area of learning "Knowledge and understanding of the World" the children are developing skills and understanding that help them to make sense of the world around them. They will build on these skills when they move to Key Stage 1.

## **ORGANISATION OF THE HISTORY CURRICULUM**

### **Foundation stage**

The Foundation children will be able to develop their knowledge and understanding of the world through the topics shown in the long term plan. The pupils will be encouraged to look at change. They will find out about the past and present in their own lives and in those of their family and other people they know.

### **Key Stage One**

In KS1 the delivery of history will be mainly through topic/thematic work. It will be based on the QCA documents.

A plan is attached showing the topic areas to be studied. this is also included in the long term plan. The history units are mainly organised on a 2 year cycle.

Wherever possible areas of historical study have been linked to cross curriculum activities.

### **Key Stage Two**

In KS2 pupils will usually be taught history as a separate subject in its own right, but links will be made wherever possible with other subjects. These are based on the QCA documents. The children will study the units identified in the long term plan. The units have been allocated to either lower[Y3/4] or upper[Y5/6] KS2. The units are organised on a 2 year rolling programme.

Some teachers at Key Stage 2 have decided to focus each half term on either history or geography. Others prefer to teach history throughout the term. Short term plans will indicate individual preferences.

Whenever it appears the history component will be clearly identified. Specific learning objectives will be indicated in planning documents both medium and short term.

## **RESOURCES**

A list of resources for each topic area in Key Stage 1 and study unit at Key Stage are included in individual unit boxes. At the end of each study unit teachers should report to the co-ordinator about the range and quality of resources and identify any additions they feel are necessary. Additional resources will be purchased as budget requirements allow.

## **TEACHING METHODS**

A range of teaching methods should include:

Presentation by the teacher

Discussion and debate

Individual and group investigations

TV/Video

Role play/drama

Visits to museums and historical sites

Visits to school by re-enactment groups

## **ICT**

The National Curriculum requires subjects to provide opportunities for ICT.

These may include word-processing, databases, internet research CD rom access focusing on specific units, and digital cameras to record evidence.

## **EQUAL OPPORTUNITIES**

Teachers should value children's own history. It should be recognised that children enter school at different stages of historical understanding and knowledge. All children should be helped to achieve their full potential within Key stage 1 and 2 history, regardless of race gender or disability

## **SPECIAL EDUCATIONAL NEEDS**

Children with learning difficulties may need repeated opportunities to revisit experiences through different media or context in order to assimilate ideas and reinforce and develop their understanding.

## **Talented pupils**

Open ended tasks and investigations will encourage the more able pupils to develop higher order skills and make deductions beyond the literal

## **DIFFERENTIATION**

All children will have access to National Curriculum History regardless of race, gender or physical ability. Within the teaching of history there should be provision for pupils at different levels of attainment.

Differentiation will be through the level of the task set or through open-ended tasks.

## **ASSESSMENT**

At present evidence of pupil attainment comes from:

Observing pupils at work both individually and in groups

Questioning and listening to pupils

Assessing written work produced by the pupils

Assesment opportunities will be clearly identified in medium term plans.

## **RECORDS**

Record keeping should identify which units a pupil has studied and the key elements that have been visited. Records should be used to help the teacher provide appropriate work, teaching methods and classroom organisation.

School reports provide a feedback for both pupils and parents and may form the basis for further discussion and areas for future effort.

### **HEALTH AND SAFETY**

All children will be made aware of the need for care when handling artefacts.

Historical visits will be planned so the children are adequately supervised at all times in accordance with Hull City Educational Visit Guidelines.