

History Policy



Background:

At Ranelagh, we believe that a strong understanding of local history and past civilisations and events provides a solid foundation for a child's academic and social development. History involves questioning, debating and making informed judgments about events and people from the past based on a range of evidence. Children are encouraged to think of how they can be global citizens and how historical events have had an impact on the society they live in today and on the global community. History is taught as part of the Ranelagh Curriculum – a culturally inclusive curriculum where topics reflect the local community as much as possible.

Aims:

- To develop an interest in the past and an appreciation of human achievements and aspirations;
- To understand the values of our society;
- To learn about the major issues and events in the history of our own country and of the world and how these events have influenced one another;
- To develop a knowledge of chronology through which children can organise their understanding of the past;
- To understand how the past was different from the present and that people of other times and places may have had different values and attitudes from ours;
- To understand the nature of evidence by exploring the process of enquiry and by developing the range of skills required to interpret primary and secondary source materials;
- To distinguish between historical facts and the interpretation of those facts;
- To understand that events have a multitude of causes and that historical explanation is provisional, debatable and sometimes controversial.

Roles and Responsibilities

The Head teacher will be responsible for:

- Feedback to the governors on monitoring undertaken by the subject co-ordinator;
- supporting the History coordinator

The History coordinator will be responsible for:

- Enhancing the quality of history teaching through training and management of the curriculum.
- Monitoring and supporting planning and evaluation of history lessons.
- Developing and supporting the assessment of children in historical enquiry skills.
- Ordering and maintaining resources.
- Ensure and support teachers in their use of computing to support and enhance the children's learning of history.
- To ensure that history topics reflect the global dimensions of our community.

Teachers will be responsible for:

- Including effective history teaching activities in their phase planning of history topics (use of skills grid).
- Assessment of the learning and what needs to be developed further (See Assessment policy).
- Ensuring the quality of history teaching in their lessons is in line with the Ranelagh history policy.
- Ensure that history learning, and skills are reflected in displays throughout the school.

Teaching of History

Teachers are responsible for including all or part of the 4 key elements of history in each focused block. The key elements are intended as a guide to planning cross curricular activities. It may not be appropriate to include all 4 key elements within each topic. The four key elements are:

1. Chronological understanding
2. Knowledge and understanding of events, people and changes in the past.
3. Historical interpretation
4. Historical enquiry

Planning and Delivery of Curriculum

To deliver the history curriculum effectively and in line with government requirements we follow the programmes of study which can be found and referenced in the following publications:

- Foundation stage – Early Learning Goals
- Key Stage 1 - National Curriculum
- Key Stage 2 – National Curriculum

We expect a high quality of teaching in history and suggest that the following teaching styles are incorporated into planning to enhance the quality of learning and teaching in history:

- Creative arts – teaching through drama, music, dance, and art.
- Use of Computing– interactive whiteboards, classroom computers, websites, and history software.
- Cross curricular links wherever possible.
- High quality culturally relevant resources.

Inclusion

Ranelagh is an inclusive school where all children have equal access to the history curriculum in line with the School's Equal Opportunities Policy and Special Needs Policy. In each year group there are children who require support to access the curriculum for a variety of reasons. In history lessons the following support will enhance the learning and inclusion of all pupils especially those with Autism:

- Visual prompts to engage and increase their attention.
- Real objects to explore and manipulate.
- Symbols for key vocabulary.
- Opportunities for repetition, to consolidate and reassure.
- Opportunities to use children's special interests where appropriate.

Specific resources including symbol writer and other software is available and the use of it is encouraged to support the inclusion of all children.

Differentiation

All lessons should extend and challenge children to enhance their enjoyment, skills and learning even further.

Support and learning tools should be given to children of lower ability so that all barriers to their learning are removed to allow them to access the history curriculum.

It is important for teachers to adopt a range of strategies when planning for children with complex needs. These include objects of reference and visual support. These children require clear structures to enable them to fully access the curriculum.

CPD/Training of Staff

The History Coordinator supports training and professional development of teachers in all areas of history through:

- Identifying training and needs from planning and evaluations which will be monitored every half term.
- Pass on training and new initiatives through inset and communication.
- Providing training and support in all new computing developments in the teaching of history including software and equipment.
- To aid the quality of teaching throughout the borough and local area by providing NQT training.

Assessment, Recording and Reporting

The children's work in history is assessed termly, although it is most rigorously assessed at the end of each history-driven curriculum topic. In Ranelagh Curriculum lessons, Children will record two pieces of written evidence per week to demonstrate their understanding. One should be a skilled based lesson; the other should focus on developing the children's literacy skills through an extended writing session.

Teacher assessments, including the end of year standard achieved, are reported to parents and shared with the next class teacher.

Monitoring, Review and Evaluation

This policy and its contents will be reviewed and evaluated by the History Coordinator in line with the policy review cycle or sooner if required.