



History Policy

St. George's School
28 Priory Road
Dunstable
LU5 4HR

01582 661471
www.stgeorgesdunstable.co.uk
info@stgeorgesdunstable.co.uk

History Policy
Version 3
18 June 2018

1. Introduction

- 1.1. The aim of history teaching at St. George's School is to stimulate the children's interest and understanding about the life of people who lived in the past. We teach them a sense of chronology and aim to develop their sense of identity and an understanding of their historical heritage. They look at the lives of famous people, main historical events and specific periods in time exploring ways in which we learn from the past and how these different events from the past have had an influence on the way we live today.
- 1.2. We teach the children to investigate the past through research, encouraging them to question and in doing so we develop their skills of enquiry.

2. Aims

- To foster in children an interest in the past
- To teach children about significant events in British history and to understand how things have changed over time
- To develop a sense of chronology
- To have some knowledge of historical development in the wider world
- To develop a sense of their cultural heritage
- To develop their skills of enquiry

3. Teaching and learning style

- 3.1. We aim to encourage the children to think as historians and give many opportunities to visit sites of historical interest and significance. We encourage visitors into the school to give workshops and talks about particular times or events in history. We recognise the importance of grandparents as a valuable resource and invite them in to share their experiences and knowledge of the past.

4. History curriculum planning

- 4.1. We use the National Curriculum and the Hamilton Plans as the basis for our curriculum planning in history. We look at

topics as a whole school which enables us to plan trips and visits to include children from all year groups allowing them to access history at varying levels. This ensures opportunities for children of all abilities to develop their skills at a level relevant for them. The planned progression as the children move through the school ensures that they are increasingly challenged in their historical thinking.

- 4.2. We have long term plans, medium term plans and weekly plans.
- 4.3. The long term plan is the history topic studied in each term.
- 4.4. The medium term plan gives details of the particular unit of work being covered during the term.
- 4.5. The weekly plans give an outline of each history lesson with specific learning objectives for that lesson.

5. The Early Years (Foundation Stage)

- 5.1. In the Reception class history comes under Knowledge and Understanding of the World (KUW) and is part of the topic work covered during the year. History at this stage contributes towards the Early Learning Goals (ELGs) in developing a child's knowledge and understanding of the world through activities such as looking at old and new toys, dressing up in costumes or looking at the meaning of old and new in relation to their own lives.

6. Special Educational Needs

- 6.1. History is taught to all children whatever their ability and forms part of the school curriculum policy to provide a broad and balanced education to all children. We set suitable learning challenges which respond to each child's different needs enabling all pupils to make progress.

7. High Potential Learners

- 7.1. It is fundamental to the ethos at St. Georges School that each child is seen as an individual and that we ensure opportunities are given to develop talents in a particular area. Children seen as high potential learners in history are given opportunities to further develop these talents and enrichment activities are incorporated within their learning such as:

- Inviting local historians into the school
- Participating in Local Heritage Workshops

8. The contribution of history to other curriculum areas

Literacy

- 8.1. History contributes significantly to the teaching of literacy within the school by actively promoting the skills of reading, writing, speaking and listening. The children study texts of historical nature, they develop their writing skills by writing accounts and placing events in chronological order and through discussion talk about similarities and differences between the past and the present.

Numeracy

- 8.2. History contributes to numeracy within the school in many ways. The children learn to use a timeline and develop a greater understanding of chronology and dates. They learn to read and write Roman numerals and at Key Stage Two will learn to interpret information from graphs with relevance to statistics.

ICT

- 8.3. Science contributes to the teaching of ICT within the school by giving opportunities to research information using the internet. They begin to enhance their skills in data handling and use ICT as another way to present their written work.

PSHE (personal, social, and health education) and citizenship

- 8.4. History contributes to the teaching of PSHE and citizenship within the school by giving opportunities to talk about social questions such as poverty and how society responds to this. The children develop their self-confidence by participating in discussions and sharing their views. They learn that society is made up of people from different cultures and begin to show a respect for others promoting good citizenship.

Spiritual, moral, social and cultural development

- 8.5. Through their history lessons the children learn how British society has changed over time. They begin to understand the rich cultural heritage we have and we aim to raise an appreciation of the way in which this is further enriched due to the multi-cultural society they live in today.

9. Assessment

- 9.1. We assess children's work in history informally by making informal judgements as we observe them during the history lessons. Completed work is marked with comments made. At the end of the unit of work the teacher makes a summary judgement as to whether they have met or exceeded the objectives. This is then used as a basis for assessing the progress of the child at the end of the academic year. The children's work is kept in a folder or workbook as evidence of work completed.

10. Monitoring and Review

- 10.1. This policy will be monitored by the Head Teacher and reviewed yearly.

18 June 2018
Ellie Graham, Head Teacher