

POLICY STATEMENT FOR HISTORY WOOD FARM PRIMARY SCHOOL, HEADINGTON, OXFORD.

February 1999

DEFINITION

The word History carries 2 meanings: the past and the study of the past. The past influences all aspects of our lives. It shapes the customs and beliefs of the communities to which we belong. 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 develop children's sense of identity through learning about the history of their families, local area and the development of Britain, Europe and the wider world;
2. To introduce children to what is involved in understanding and interpreting the past.

GUIDELINES

Key Stage 1

In Key Stage 1, History is about the lives and lifestyles of familiar people in the recent past and about famous people and events in the more distant past, including those from British history.

Children:-

- learn about familiar and famous people and about events from the recent and more distant past in Britain and elsewhere;
- look for similarities and differences between life today and in the past and use common words associated with the passing of time;
- talk and write about what happened and why people acted as they did;
- find out about the past using different sources of information and representations.

Key Stage 2

In Key Stage 2, History is about people and important events and developments from recent and more distant times in the locality, in Britain and in other parts of the world.

Children:-

- find out about people and important events and developments from recent and more distant times, making links across different periods of history;
- learn about different aspects of local, British and world history;
- discuss why things happened or changed and the results;
- carry out historical enquiries using a variety of sources of information and look at how and why the past is interpreted in different ways;
- use their understanding of chronology and historical terms when talking or writing about the past.

PLANNING

This is based on the Scheme of Work produced by the Qualifications and Curriculum Authority (1998). The long term planning for History is undertaken in the context of the school's overall curriculum plan which reflects the needs of all children. Medium term plans identify learning objectives and outcomes for each unit and suggests activities which will enable these to be achieved. Short term planning is carried out by the class teacher. It builds on the medium term plan by taking account of the needs of the children in a particular class and identifies ways in which ideas might be taught to the children.

Due consideration is given to the progression of knowledge, skills, values and attitudes and use of resources. Tasks and teaching approaches are differentiated and carefully structured to meet the learning needs of individual children. Children should adopt an investigative / enquiry approach to much of their work. They should have experience of using both primary and secondary evidence and learn to ask questions, interpret information and communicate knowledge and understanding.

Our Equal Opportunities policy should be referred to when teaching History, helping pupils with a balanced view of all aspects of life. In this school it would include religious, social, economic, scientific, technological and cultural.

ASSESSMENT

Learning outcomes in each unit of the Scheme of Work show how children can demonstrate what they have learnt within each unit. The work the children do will serve as a record for classes working on each unit. The end of unit expectations provide broad descriptions of achievement within each unit and should help teachers decide where a child's progress

differs markedly from that of the rest of the class. This would be noted on the child's End of Year Report, copies of which are sent to parents and the next teacher.

LINKS WITH OTHER AREAS OF THE CURRICULUM

English

Reading and writing are essential for the processes of finding out about and communicating an understanding of History. Discussion, drama and role play are aspects of the programmes of study for speaking and listening and are important ways for children to develop their understanding that people have different viewpoints and perspectives on History. History lessons can provide valuable opportunities to reinforce what children have been doing during the literacy hour and to apply it in a different context. History texts and the reading and writing tasks completed in History can provide opportunities for children to develop and apply their skills and understanding of literacy.

Within the Units of Work, opportunities to use Information and Communication Technology are indicated. Where there are opportunities for links with other subjects - Science, Geography, Design and Technology - these are made explicit within the units of work.

HOMEWORK

Many of the History units within the Scheme of Work provide opportunities for teachers to set worthwhile tasks that can be completed outside formal teaching time. Suitable tasks to set include:-

- finding out more information from family, friends and other adults;
- collecting material from home;
- collecting data and information by researching topics at home, in local libraries and via the Internet.
- Visiting places of historical interest in the locality.

Children could also be given opportunities to practise some of the skills of investigative work. They could think about questions to ask about a topic, and ways of finding out the answers.