

ASHBROOK SCHOOL

HISTORY POLICY STATEMENT

Co-ordinator: Mrs L Healey Link Governor: Mrs S Willison

SCHOOL AIM: "Everyone matters; everyone is important"

SUMMARY

History is the study and interpretation of people and events in the past through records and sources. This will include an understanding of how past values and beliefs have influenced the present.

AIM

In light of Every Child Matters our aim is to create an environment where we enable our children to achieve the best possible physical, personal and educational outcomes.

We also aim to foster a sense of interest and enjoyment in the past.

LEARNING INTENTIONS

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

ORGANISATION

In Key Stage 1 we follow the QCA Units of Study to develop children's skills and knowledge in History. The general requirements for the programme of study allow for a balanced programme of History activities which build on previous work and achievements. Early Years follow the Foundation Curriculum - Knowledge and Understanding of the World. At Foundation Stage and Key Stage 1, the History curriculum is planned to provide links with other subjects, as well as those activities which teach specific historical skills. A whole school

approach to History has been developed which gives consideration to the progression of knowledge, skills, values and attitudes, and the use of resources.

MANAGEMENT

The Foundation Curriculum and the QCA Units have been used to evolve a scheme of work for History appropriate for each year group. The curriculum for each year group is divided into six half-termly units and is delivered either in a cross-curricular manner using activities centring on a topic, or, by teaching specific historical skills.

TEACHING AND LEARNING

The Foundation Curriculum and the QCA Units for History provide the framework for the History curriculum, in conjunction with the National Curriculum. A variety of methods are used to introduce and teach History activities and skills to children.

A large proportion of the work undertaken by the children will have an investigative enquiry approach. Through problem solving, using primary and secondary evidence and reviewing their findings, children will be dealing with historical issues. The children will be presented with a variety of experiences: individual, group and class work. They will have opportunities to take part in creative, practical, problem solving, role-play activities and fieldwork. A range of stories, artefacts, pictures, photographs and computer programs is used to support the teaching of history.

Foundation Stage & Key Stage 1:

- oral history should be accessed eg: during the topic considering life in grandparents' and parents' time
- Year 1 - Milton Keynes Museum - kitchen/laundry/parlour/cottage/school/toys
- Year 2 - Milton Keynes Museum - transport/wheelwright/blacksmith/working horse

CROSS CURRICULAR LINKS

Links are to be found between History and many other subjects. However, the links should be genuine rather than tenuous and contrived.

Reference can be made to MK publication "Teaching History through Literacy".

CONTINUITY AND PROGRESSION

To ensure continuity and progression it is vital that information is recorded and transferred in a comprehensive manner at regular, and appropriate, stages.

Children's attainment in History may be recorded in history formative records, and new targets for learning are set as appropriate.

Planning for History occurs at three levels:

Long Term - yearly planning

Medium Term - half-termly planning

Short Term - weekly planning and daily planning

DIFFERENTIATION (See also Special Needs Policy)

Our aim is to meet the needs of each individual child and involve them as far as possible in determining their next target and organisation of their work.

Some children will be able to pursue more demanding work at higher levels and should be encouraged to do so. Some children will benefit from work at a lower level in order to help them consolidate particular skills. This will be addressed through planning.

EQUAL OPPORTUNITIES/SPECIAL NEEDS/INCLUSION

All pupils will have access to History on an equal basis, irrespective of gender, race or religion and at an appropriate level. As far as possible, any child with a specific disability will be provided with the same opportunities as his/her peers.

A broad, balanced and differentiated curriculum will be provided in order for each child to achieve their potential as far as their capability allows.

ASSESSMENT, RECORDING AND REPORTING

Assessment is fundamental to the implementation of the QCA Units and the National Curriculum and regular teacher assessments help to determine the child's level of performance. These assessments can be recorded in the Formative Record File.

The teacher should provide learning experiences that ensure that each individual child makes progress across the curriculum.

Much assessment will take place informally in the classroom and discussion between the teacher and the child will take place in order that targets can be negotiated, as appropriate.

All assessment tasks should be constructed so that they provide valuable learning experiences and a basis for future action.

At the end of each year children's progress is recorded in their Record of Achievement, which is sent home to parents and a copy kept in the child's file. Within our planning folders there will be a record of learning intentions covered by children during the year.

OPERACY

- Thinking is an important human life skill which, like literacy and numeracy, has to be learned and practised to be effective.
- We use "thinking tools" to help with this process. These tools help us to generate often completely new ideas in all areas of the curriculum which may not have been considered before.
- Once the thinker has acquired the skills and techniques they can control and direct their thinking at will.

STAFFING AND RESOURCES

Class teachers are responsible for delivering the History Curriculum within their class. At Ashbrook we recognise the importance of having good quality and up-to-date resources, which are clearly labelled and easily accessible. This supports the development of our children's independent skills. Displays will be attractive, promote the current teaching and learning, as well as celebrating achievement of individuals or groups of children within each class. There is a nominated member of staff who has responsibility for co-ordinating the curriculum who is supported by a Link Governor. (Role of the History Co-ordinator - see Appendix 1).

MONITORING AND EVALUATION

The Curriculum Manager, the History Co-ordinator and the Link Governor are responsible for ensuring the appropriate policy statements, guidelines and Schemes of Work are drawn up and revised in line with the School Improvement Plan.

The Curriculum Managers and the History Co-ordinator are jointly responsible for the planning, teaching, learning, monitoring and evaluation throughout the school.

DATE WRITTEN

This policy was rewritten in Spring Term 2006 and will be regularly reviewed in line with the ever changing learning climate. This policy is fundamental to the success of Ashbrook School and will be actively shared with all stakeholders.

Reviewed and revised Spring Term 2008.

ROLE OF THE HISTORY CURRICULUM CO-ORDINATOR

To be responsible to the Headteacher, in liaison with the Curriculum Manager, for the co-ordination of the work in the specified curriculum area by undertaking the following:

- 1 Act as consultant in the specified curriculum area with other members of staff.
 - 1.1 Foster the necessary integration of curriculum planning and delivery throughout the school in consultation with colleagues
 - 1.2 Advise and support colleagues in aspects of their work:
 - individual children's needs
 - teaching/learning strategies - in conjunction with the Special Needs Co-ordinator, if appropriate
 - classroom management
 - planning, assessment and record keeping
 - use of resources
 - through planning support and observation
 - 1.3 Identify and advise on current and future needs and contribute to whole school planning
 - 1.4 Organise and purchase relevant teaching resources from within annual budget.
 - 1.5 Convene and chair relevant staff meetings in liaison with the Headteacher/Curriculum Manager by:
 - drawing up an agenda/timetable
 - preparing background/discussion papers
 - organising necessary equipment and material
 - organising guest speakers/advisors' input
 - noting decisions made/actions to be taken
 - ensuring appropriate follow up
 - 1.6 Refer colleagues, where necessary to external agencies for advice/support eg: Resource Centres, Library, Museums
 - 1.7 Inform newly qualified teachers, new members of staff and supply teachers about arrangements for the curriculum area

- 1.8 Organise workshops for parents, as appropriate.
- 2 Take major responsibility for the development of the curriculum area.
 - 2.1 Keep abreast of current thinking by attending relevant courses/meetings, reading and research and share significant developments with other colleagues.
 - 2.2 Draw up and develop policy statements, guidelines and schemes of work as appropriate in consultation with the Headteacher and Curriculum Manager by:
 - preparing draft/discussion papers
 - chairing staff meetings
 - organising working groups, where appropriate
 - researching material and gathering information
 - attending INSET
 - feeding back progress to colleagues/governors
 - 2.3 Organise, manage and maintain resources in consultation with other colleagues.
 - 2.4 Monitor the effectiveness of work in order to improve the quality and continuity of work throughout the school.
 - 2.5 Liaise with colleagues with like responsibilities in the liaison group, and participate in National and local initiatives as and when appropriate.
- 3 Make a significant contribution to relevant school based in-service training, in liaison with the INSET co-ordinator and Curriculum Manager.
 - 3.1 Identify needs/intended outcomes
 - 3.2 Plan appropriate programme, involving advisory service and outside agencies as and when appropriate.
 - 3.3 Take responsibility for the overall organisation of the initiative.
 - 3.4 Devise means of effectively evaluating the outcomes.
 - 3.5 Formulate plan for further action, as appropriate.

This job description may be amended at any time after discussion with the relevant member of staff and the Headteacher.

