

Cavendish Primary School



History Policy

Summer 2005

History Policy

History teaching at Cavendish Primary School will have a wide application to everyday life, teaching the children to enjoy learning about the past and to have a better understanding of the society in which they live.

Aims of History education

- Foster an interest in and enjoyment of the past
- Develop an understanding of the past and how it has shaped the present
- Develop a sense of identity and cultural understanding based on their historical heritage
- To develop knowledge of chronology within which they can organise their understanding of the past.
- Develop skills of enquiry, analysis, debate, interpretation and problem solving
- Develop the skills to communicate historical knowledge through a variety of written, oral and visual forms
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Teaching and Learning

The history curriculum at Cavendish is based upon the QCA scheme of work, which provides a broad framework and outlines the knowledge, skills and understanding taught in each Key Stage. This framework is adapted in the scheme of work to suit the needs of the children in the school. History teaching in the Foundation Stage is based on the Early Learning Goals for knowledge and understanding of the world. Emphasis is placed on the development of skills and a historical perspective alongside factual knowledge. We build planned progression into the scheme of work so that the children are increasingly challenged as they move up through the school.

A variety of teaching approaches are used:

- Teacher presentations, role play, drama, story telling
- Question and answer sessions, discussions and debates
- Individual and group research
- Investigating artefacts and sources of evidence
- Fieldwork and visits to museums and sites of historic interest
- Drama groups and guest speakers

At the Foundation Stage: Children learn through first hand experiences that begin to develop an awareness of time and the past.

At Key Stage One: Children should further develop their awareness of the past and how things have changed.

At Key Stage Two: Pupils growing awareness of the impact of the past should give them a perspective on the world in which they live and their place in it.

Cross-curricular Links

In line with The Primary National Strategy, staff are encouraged to develop cross-curricular links with history and other subjects to provide a meaningful curriculum for pupils. The coordinator will track links between subjects and liaise with other curriculum areas, in particular literacy and ICT.

ICT And History

There are many ways in which ICT can be used to enhance the delivery of the History curriculum. For example:

- Research on the internet
- Use of databases to analyse and present information
- Use of video and sound recording equipment
- Digital photography
- Teaching using interactive whiteboards
- Access to teacher resources and support with planning

Gifted and Talented

History provides excellent opportunities to enhance the learning of gifted and talented pupils through the development of higher order thinking skills, creativity and self-expression. Pupils who show a particular talent for history will be identified by the class teacher and the Gifted and Talented coordinator and the History coordinator will be informed.

Equal Opportunities

All children regardless of their race, sex, religion or ability will be given equal opportunities to develop their knowledge, skills and understanding of History.

British History is, where possible, set within the context of Europe and the World.

Care is taken when selecting source material that a range of perspectives and viewpoints are represented; including those of men and women of different racial, national or religious groups.

Care is taken that societies are not just represented from the British perspective but also from their own.

The importance of the pupil's own cultural background is recognised as a resource which may give an alternative perspective on events of the past as well as the present.

The curriculum is suitably differentiated to meet the needs of all children, including those with special needs. All necessary adaptations will be made to enable all children to access the curriculum. External support services may be used to advise and support curriculum delivery, e.g. Hounslow Language Service and the teaching support services.

Assessment

During the planning stage clear learning objectives for each lesson are set and opportunities for assessment are identified. Assessments are recorded in line with school policy. The coordinator will monitor assessment as part of her overall curriculum responsibilities.

Health and Safety

Fieldwork and site visits are an important part of History teaching. School health and safety guidelines should be followed at all times and a risk assessment completed for all visits.

Role of the History Coordinator

It is the responsibility of the History coordinator to develop, implement and review an action plan for history at Cavendish. To assist the Headteacher in monitoring the subject and in identifying any training or professional development needs.

Policy Review

The policy will be reviewed every four years.

Penny Evans.
History Coordinator

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