



*Through wisdom, compassion and endurance, we endeavour to make the best decisions possible  
for our children*

## **ART & DESIGN POLICY**

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# **Whaddon School**

## **History Policy**

### **Vision for History**

History supports pupils in gaining knowledge and understanding of Britain's past and that of the wider world. We teach children a sense of chronology, and through this they develop a sense of identity and a cultural understanding based on their historical heritage. Thus they learn to value their own and other people's cultures in modern multicultural Britain. By considering how people lived in the past, they are better able to make their own life choices today. In our school, History makes a significant contribution to citizenship education by teaching about how Britain developed as a democratic society. We teach children to understand how events in the past have influenced our lives today; we also teach them to investigate these past events and by doing so, to develop the skills of enquiry, analysis, interpretation and problem solving.

### **Aims**

Through our History curriculum, we aim to:

- To foster in children an interest in the past and to develop an understanding that enables them to enjoy all that History has to offer.
- To teach the National Curriculum 2014.
- To enable children to know about significant events in British history, and to appreciate how things have changed over time.
- To develop a sense of chronology.
- To know and understand how the British system of democratic government has developed and in doing so to contribute to a child's citizenship education.
- To have some knowledge and understanding of historical development in the wider world.
- To help children understand society and their place in it so that they develop a sense of their cultural heritage.
- To develop in children the skills of enquiry, investigation, analysis, evaluation and presentation and local area.

### **Objectives**

Our objectives are for pupils to:

- Develop an understanding of chronology
- Develop an awareness of the past, using common words and phrases relating to the passing of time.
- Ask and answer key questions about the past.
- Investigate and interpret the past using a range of evidence to support their learning.

### **Spiritual, Moral, Social and Cultural Development**

History education provides opportunities for pupils to:

- Develop sensitivity to the views, opinions and actions of others
- Reflect on the feelings of empathy with the past
- Recognise there are reasons why people in the past acted as they did and how can we learn from them

- Encourage understanding and respect for other people
- Enable pupils to distinguish right from wrong and to respect the civil and criminal law of England
- Further tolerance and harmony between different cultural traditions by enabling pupils to acquire an appreciation of and respect for their own and other cultures.

### **Teaching and Learning Style**

We place great emphasis on active learning that is topic led by including the children in discussions, investigations and problem-solving activities. The aim is to provide a range of teaching styles and learning opportunities suited to the historical subject being taught and the abilities of the children. Teaching will include opportunities for:

- Teacher explanation.
- Talking, writing, using ICT.
- Writing across the curriculum will be visible when children are writing reports, instructions, explanations – this work will be in the Topic books.
- Reading a variety of books.
- Exposing the children to a range of sources of information, for example, pictures, photographs, artefacts, field trips, maps, graphs.
- Role play.
- Problem solving.
- Linking the topic to other curriculum areas, such as drama, D.T, Art.
- Research.
- Recording through a range of methods including digital photographs and filming to enhance their recording skills.
- Whole class work, group work, talk partners and individual work. Homework.
- Spiritual, Moral, Social and Cultural Development.

### **Planning**

We use the New Curriculum as the basis for our planning in History. Some of the History units of work have been adapted to suit our local context and make them more culturally relevant for the children. We ensure that there are opportunities for children of all abilities to develop their skills and knowledge in each unit, and we plan progression into the schemes of work so that the children are increasingly challenged as they move through the school.

We carry out curriculum planning in History in three phases (long term, medium term and short term). The long term plan maps the History topics studied in each term during each key stage: the subject coordinator devises this plan in conjunction with teaching colleagues in each year group and the children study History topics in conjunction with other subjects. We teach the knowledge, skills and understanding set out in the New Curriculum through the corresponding programme of study.

The class teacher uses lesson plans for each History lesson (short term plans.) These plans list the specific learning objectives and expected outcomes for each lesson. The class teacher keeps these individual plans, although he/she and the subject coordinator may discuss them on an informal basis. The subject coordinator reviews these plans on a regular basis.

### **Breadth of Study:**

In the Foundation stage, the Foundation stage profile "Knowledge and Understanding of the World" introduces children to the basic concepts, which are continued throughout Years 1, 2 and 3 through the National Curriculum.

Children will be taught knowledge, skills and understanding through the study of changes in their own lives and the way of life of their family or others around them, the way of life of people in the more distant past who lived in the local area or elsewhere in Britain, the lives of significant men, women and children drawn from the history of Britain and the wider world and past events from the history of Britain and the wider world.

## **LOTG**

Wherever possible, the staff incorporate learning outside the classroom into their daily curriculum. Across all classes the staff are supported and encouraged to take learning beyond the four internal walls. (See LOTG Policy)

## **Equal Opportunities**

The school is committed to a policy of equal opportunities for all pupils. All children should be allowed access to and given confidence in the different activities offered, regardless of their ability, gender, religion, or cultural/ethnic background.

The content of lessons and the resources available should ensure that all pupils are valued equally, are able to participate with enjoyment and are able to achieve qualities and standards appropriate to their age, experience and abilities.

## **Assessment**

Assessments are carried out in order to build up a rounded picture of pupil's performance, in knowledge, understanding and skills.

Information for assessment is gathered in a variety of ways:

- Discussion with the children
- Observation of the children at work
- Self and peer assessment
- Book and planning scrutiny

Teachers use their assessments to inform their future learning and assess where the children need additional support.

Once the children complete a unit of work, a summary judgement of the work is made for each pupil as to whether they have yet to obtain, obtained or exceeded the expectations of the unit. Results are recorded in assessment files and these results are used to plan future work.

## **Monitoring and Review**

Class teachers are responsible for monitoring and evaluating lessons delivered within their class. The Headteacher is responsible for monitoring the effectiveness of history teaching throughout the school. This policy will be reviewed periodically, in order that we may evaluate its relevance to children, the school and the National Curriculum.

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# The National Curriculum in England - History

## Purpose of study

A high-quality history education will help pupils gain a coherent knowledge and understanding of Britain's past and that of the wider world. It should inspire pupils' curiosity to know more about the past. Teaching should equip pupils to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. History helps pupils to understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time.

## Aims

The national curriculum for history aims to ensure that all pupils:

- know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world
- know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind
- gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'
- understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses
- understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed
- gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.

## Attainment targets

By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.

**Schools are not required by law to teach the example content in [square brackets] or the content indicated as being 'non-statutory'.**