

# **YSGOL GYNRADD CREIGIAU PRIMARY SCHOOL**

## **History Policy**

### **1. Aims and objectives/Vision statement**

Pupils should develop their historical skills, knowledge and understanding through learning about a range of historical contexts. These should be based primarily on the local area within the wider context of Wales, but including examples from Britain and other countries. The focus should be on the characteristics of daily life during the selected contexts. One aspect of daily life (houses and homes – English section, transport – Welsh section) should be studied in all contexts.

### **2. Teaching and learning styles**

- In Creigiau, history skills are taught through enquiry. The teaching style is therefore as active and practical as possible.
- Wide use is made of ICT.
- A wide range of grouping types are used including collaborative, small group work, whole class and peer partnerships. Time is also given for individual reflection.
- Differentiation is used to ensure that all pupils whatever their preferred learning style or levels of ability are able to engage with all learning experiences in history.
- Teachers use a wide range of questioning types to encourage enquiry and reflection, including open-ended questions.
- Pupils work in mixed ability groups in history and are encouraged to provide support for each other through scaffolding.
- Good use is made of a variety of resources including ICT, DVDs, digi-blues, artefacts etc.
- Wide use is made of Assessment for Learning and thinking skills strategies.
- Pupils are encouraged to follow their own lines of enquiry.

### **3. Curriculum Planning**

- The school uses the National Curriculum requirements for History as the basis for its curriculum planning.
- We carry out the curriculum planning on History in three phases (long-term, medium-term and short-term). The mid-term plan maps the history skills and the range that the pupils study in each year. The History co-ordinator is responsible for reviewing and amending these plans as appropriate.
- The class-teacher is responsible for writing the short-term weekly plans, with the history component of lessons. The History co-ordinator is responsible for monitoring these lesson plans.

#### **4. Skills across the curriculum**

A non-statutory *Skills framework for 3 to 19-year-olds in Wales* has been developed in order to provide guidance about continuity and progression in developing thinking, communication, ICT and number for learners from 3–19. At Key Stages 2 and 3, learners should be given opportunities to build on skills they have started to acquire and develop during the Foundation Phase. Learners should continue to acquire, develop, practise, apply and refine these skills through group and individual tasks in a variety of contexts across the curriculum. Progress can be seen in terms of the refinement of these skills and by their application to tasks that move from: concrete to abstract; simple to complex; personal to the ‘big picture’; familiar to unfamiliar; and supported to independent and interdependent

##### **Developing thinking**

Learners develop their thinking across the curriculum through the processes of **planning, developing** and **reflecting**.

In **history**, learners develop their thinking skills through historical enquiry and reflection on key questions, ideas and interpretations.

##### **Developing communication**

Learners develop their communication skills across the curriculum through the skills of **oracy, reading, writing** and **wider communication**.

In **history**, learners develop their skills of oracy, reading and writing and wider communication skills through using oral and written sources and communicating ideas, opinions, arguments and conclusions.

##### **Developing ICT**

Learners develop their ICT skills across the curriculum by **finding, developing, creating and presenting information and ideas** and by using a wide range of equipment and software.

In **history**, learners develop their ICT skills by using technology in enquiries, and to develop and present their findings.

##### **Developing number**

Learners develop their number skills during lessons across the curriculum by **using mathematical information, calculating, interpreting and presenting findings**.

In **history**, learners develop their number skills through developing chronological awareness, using conventions relating to time, and making use of data, *e.g. census returns and statistics*.

## **5. Progression in history**

### **Knowledge and Understanding of the World in the Foundation Phase (embracing history)**

Children should experience the familiar world through enquiry, investigating the indoor and outdoor environment in a safe and systematic way. They should be given experiences that help them to increase their curiosity about the world around them and help them to begin to understand past events, people and places, living things, and the work people do. Using all their senses, they should be encouraged to enjoy learning by exploration, enquiry, experimentation, asking questions and trying to find answers. They should learn to demonstrate care, responsibility, concern and respect for all living things and the environment. They should develop and communicate using an increasing range of appropriate vocabulary. They should learn to express their own ideas, opinions and feelings with imagination, creativity and sensitivity. The children's skills should be developed across all Areas of Learning through participation in experiential learning activities and through the use of sources such as stories, photographs, maps, models and ICT.

### **History at Key Stage 2**

At Key Stage 2, learners build on the skills, knowledge and understanding acquired during the Foundation Phase. They have experiences that make history enjoyable, interesting and significant. They develop their curiosity about the past, the characteristics of different periods, from early times to the present, and the ways in which they are different from each other and from the present. They learn by enquiry about the ways of life of different people in these periods of history, drawing on important developments, key events and notable people in their locality, Wales and Britain. They engage in stimulating and focused historical enquiry using a wide range of sources, including representations and interpretations of the past, and organise and communicate their skills, knowledge and understanding in an increasing variety of ways.

### **6. Teaching History to pupils with special educational needs including the more able and talented learners.**

At our school we teach History to all pupils whatever their ability. History forms part of the school curriculum policy to provide a broad and balanced education to all children. Through our History teaching we provide learning opportunities that enable all pupils to make progress. We do this by setting suitable learning challenges and responding to each child's different needs using appropriate differentiated materials.

For more-able and talented learners working at higher levels, we will provide greater challenge by using material in ways that extend breadth

and depth of study and opportunities for independent learning. The level of demand will also be increased through the development and application of thinking, and communication, ICT and number skills across the curriculum.

## **7. Equal opportunities**

In Creigiau we aim to develop in every learner a sense of personal and cultural identity that is receptive and respectful towards others. All pupils have appropriate opportunities to use History regardless of race, gender and ability.

## **8. Curriculum Cymreig**

Learners aged 7–14 should be given opportunities to develop and apply their knowledge and understanding of the cultural, economic, environmental, historical and linguistic characteristics of Wales.

**History** contributes to the Curriculum Cymreig by making local and Welsh history a focus of the study and helping learners to understand the factors that have shaped Wales and other countries today.

## **9. Personal and social education**

Learners should be given opportunities to promote their health and emotional well-being and moral and spiritual development; to become active citizens and promote sustainable development and global citizenship; and to prepare for lifelong learning.

**History** contributes to learners' personal and social education by developing their skills of enquiry and critical thinking; their understanding of different views and interpretations of people and events; and of the way in which people have affected their environment in the past. It gives learners an historical context in which to set their lives.

## **10. Assessment and Recording**

- Assessment will be in line with the whole school policy on assessment. Teachers assess pupils work in history by making informal judgements during lessons. Optional assessment materials (accac) are used to make more formal judgements.
- The History co-ordinator keeps levelled samples of pupils work in a portfolio. This demonstrates the achievement in History in all of the skills from Curriculum 2008.
- A portfolio of evidence of history in the school contains photographs of trips, displays and assemblies.
- A portfolio of evidence of skills demonstrates how the Skills Framework is being addressed through History.
- Wide use is made of Assessment for learning Strategies.

## **11. Resources**

- The school has Internet access in every classroom.
- There is a History resource area and an artefact cupboard which all teachers have access to. Resource boxes are labelled according to the different historical contexts and a range of teachers books and other materials can be found on the shelves. History books for the children to use are in the Junior libraries. Resources, in particular artefacts, are used regularly to enhance the teaching of history.
- History resources are regularly audited and listed and these lists are made available to all members of the teaching staff.
- The History co-ordinator is in charge of a budget for history resources. Resources are ordered in accordance with priorities from the subject action plan and the school development plan.

## **12. Health and Safety**

- Pupils are taught how to handle artefacts correctly and safely.
- Risk assessments are carried out before any school trip.

## **13. Monitoring**

The monitoring of standards of the pupils work and of the quality of teaching in History is the responsibility of the History co-ordinator and the head teacher. The History co-ordinator is also responsible for supporting colleagues in the teaching of History, for keeping informed about current developments in the subjects and for providing a strategic lead and direction for the subject in the school. Directed time is given to monitor lessons.

## **14. Review and evaluation**

This policy will be evaluated and reviewed in accordance with the schedule of the whole school development plan. It has been agreed by the SMT and approved by the Governing Body.

Miss S. Griffin (January 2010)