



History Policy

Policy Creation and Review	
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Introduction

At Odessa we believe that history is the story of the human past. It involves questioning, debating and making informed judgments about events and people from the past based on a range of evidence.

Children are encouraged to think of how they can be global citizens and how historical events have had an impact on the society they live in today and on the global community.

History is taught as a curriculum subject as well as through cross curricular links, especially with Computing, Art and Literacy. We are developing a culturally inclusive curriculum where topics reflect the local community as much as possible.

Aims and Objectives

- To understand chronological order and have confidence at ordering important dates from the past.
- To stimulate children's interest in the world around them and the past from which they have come.
- To develop a range of skills including questioning and evaluating source material.
- To value all cultural identities and traditions within the community through history teaching.
- To gain confidence and enjoyment from historical knowledge and enquiry.
- To develop opportunities to explore global citizenship and support the international dimension of Tollgate within History lessons.
- To enhance the learning environment of the school and children's development through displays in classroom and communal areas.

Roles and Responsibilities

The History Coordinator is responsible for:

- Enhancing the quality of History teaching through training and management of the curriculum.
- Monitoring and supporting planning and evaluation of History lessons.
- Developing and supporting the assessment of children in historical enquiry skills.
- Ordering and maintaining resources.
- Ensure and support teachers in their use of computing to support and enhance the children's learning of history.
- To ensure that history topics reflect the global dimensions of our community.

The class teachers are responsible for:

- Planning and implementing the history schemes of work.
- Collecting, organising and evaluating resources for history lessons.
- Assessment of children's ability in history.
- Ensuring the quality of history teaching in their lessons is in line with the Odessa history policy.

- Ensure that history learning and skills are reflected in displays throughout the school.

Planning and Delivery of Curriculum

To deliver the history curriculum effectively and in line with government requirements we follow the programmes of study which can be found and referenced in the following publications:

- Foundation stage - Early Learning Goals
- Key Stage 1 - National Curriculum

We expect a high quality of teaching in history and suggest that the following teaching styles are incorporated into planning to enhance the quality of learning and teaching in history:

- Creative arts - teaching through drama, music, dance, and art.
- Use of Computing- interactive whiteboards, classroom computers, Computing suite computers, websites, history software and ActiVote systems (where available)
- Cross curricular links wherever possible.
- High quality culturally relevant resources.

Differentiation

All lessons should provide extension and challenge for children to enhance their enjoyment, skills and learning even further.

Support and learning tools should be given to children of lower ability so that all barriers to their learning are removed to allow them to access the history curriculum.

It is important for teachers to adopt a range of strategies when planning for children with complex needs. These include objects of reference and visual support. These children require clear structures to enable them to access fully.

CPD/Training of Staff

The History Coordinator supports training and professional development of teachers in all areas of history through:

- Identifying training and needs from planning and evaluation which will be monitored every two weeks.
- Pass on training and new initiatives through inset and communication.
- Providing training and support in all new Computing developments in the teaching of history including software and equipment.
- To aid the quality of teaching throughout the borough and local area by providing NQT training.

Inclusion

Autism is a disorder that affects communication, social skill, flexibility in thinking and imagination. In each year group there are children who need specific support and a range of strategies to fully access history. We also have many other children who need support in

accessing the history curriculum through other specific learning needs or because they have English as an additional language.

In history lessons the following support will enhance the learning and inclusion of all pupils especially those with Autism:

- Visual prompts to engage and increase their attention.
- Real objects to explore and manipulate.
- Symbols for key vocabulary.
- Opportunities for repetition, to consolidate and reassure.
- Opportunities to use children's special interests where appropriate.

Specific resources including symbol writer and other software is available and the use of it is encouraged to support the inclusion of all children.

Equal Opportunities

We ensure that all children have full access to the curriculum and that all resources, teaching methods and topics reflect the cultural diversity of the school and local communities.

All children and staff will know that their own traditions and cultural identities are valued and embraced.

All teaching in history will be in accordance with the Odessa Race Equality Policy.

Assessment, Recording and Reporting

The children's work in history is assessed during and at the end of each major experience. Children will record their two pieces of evidence per week, one should be a skilled based lesson. The other should focus on developing the children's literacy skills through an extended write session.

Teacher assessments, including the end of year level achieved, are reported to parents at the end of each academic year, and assessment sheets are passed on to the next class teacher.

Monitoring, Review and Evaluation

This policy and its contents will be reviewed and evaluated by the History Coordinator every year.

Updated September 2019