



STREATHAM & CLAPHAM PREP SCHOOL

School: History Policy

Introduction

This policy reflects the school's values and philosophy in relation to the teaching of History. It sets out a framework within which staff can operate and gives guidance on planning, teaching and assessment. The policy should be read in conjunction with the school's long-term plan which set out in detail the contents and skills the children should be taught.

Aims and Objectives

- To enable children to gain knowledge and understanding of the past, in relation to themselves, their families, their communities and the wider world, as appropriate to age, ability and aptitude.
- To enable children to understand how the environment in which they live fits into the History which they study.
- To enable children to select, organise and communicate what they have learned.
- To encourage a questioning approach to the sources they use to evaluate their usefulness and validity

Curriculum Organisation and Management

Curriculum organisation is in line with the school Curriculum Policy. In order to achieve the objectives of the History Curriculum, the subject is taught as part of Humanities or is integrated with other subjects. Learning activities are sequenced to ensure coverage and progression and are taught through a variety of approaches.

The subject comprises of programmes of study and level descriptions. In the Lower and Upper School, pupils are taught breadths of study. There are five Key Elements, which are developed. They are:

- Chronological understanding.
- Knowledge and understanding of events, people and changes in the past.
- Historical interpretation.
- Historical enquiry.
- Organisation and communication.

In learning History, the children will have the opportunity to:

- Learn about their personal history.
- Learn about their communities, families and the generations.
- Learn about ancient civilizations from Europe and the wider world
- Learn about important developments in Britain's past.
- Investigate local history.

- Learn about the past from a range of evidence.

Teaching and Learning

Within classes, pupils are taught as a class or in groups as appropriate, according to learning task. The organisation of the classroom will vary according to the activity that is being carried out. The class teacher will plan differentiated activities for the children through task, outcome, resources and the support given to meet the needs of the individual. There are cross-curricular links with other subjects, most particularly Geography, English, ICT, Art, D.T. R.E. and Music.

Continuity and Progression

Continuity and progression will be ensured by assessment, recording & reporting procedures. The Humanities Coordinator, in conjunction with class teachers, will develop and deliver the long-term plan set out by the school.

Progress in History can be characterised by:

- Asking and answering more complex questions.
- Making links and connections between different areas of learning. Understanding more abstract concepts.
- Providing more reasoned explanations. Understanding what is more or less important.
- Using a greater depth and range of historical knowledge to back up judgements.
- Becoming independent in learning.

Inclusion

It is the responsibility of all teachers to be sensitive to the needs of the individual child and ensure that all pupils, irrespective of ability (including gifted children), ethnicity and social circumstances have access to the curriculum and make the greatest progress possible. This is facilitated by the use of differentiated teaching materials, ICT and teacher input.

Resources

Resources for topics such as, teacher prepared materials, maps atlases, photographs and items related to the topic will be kept with the Year Group teachers covering the topic. ICT resources and links to appropriate websites will be on the computer network or embedded within plans. Reference material for pupils will be kept in the library or classroom and made available to the class when needed. Staff may make suggestions for which resources are needed and these will be considered as part of the budget bidding process.

The Learning Environment

History work will be recorded in specific exercise books or in specially created topic book, through display, photos and other ICT media such as PowerPoints. Classrooms and corridors will display children's work and learning resources. Work will be displayed to celebrate the children's learning as well as to inform and aid learning.

Extra-Curricular Opportunities

There are opportunities that help develop historical understanding throughout the year and across the phases for children to participate in external trips to places and through visitors in to the school.

The Contribution of History to Other Aspects of the Curriculum

English and communication skills including information technology are essential for the processes of finding out about and communicating an understanding of history. Discussion, drama and role play are important ways for children to develop their understanding that people have different viewpoints and perspectives on history. History lessons can provide valuable opportunities to reinforce what children have been doing in literacy and to apply it to a different context.

ICT can help children's learning in History by enhancing their skill of historical enquiry, by providing access to a range of information sources and as a way of presenting their research.

Staff Development and Training Opportunities

Staff Development in this area is available through courses and meetings with colleagues from other educational establishments. The needs of the school are identified through professional development planning, curriculum review and school development planning.

Health and Safety

Health and Safety will be in accordance with the school Health and Safety Policy. All Educational Trips and Visitors to the school will be arranged in accordance with the Educational Visits policy. Activities will be risk assessed by the class teacher and reviewed in accordance with school policy. Safeguarding procedures will be adhered to without fail.

Monitoring and Review

The History Coordinator is responsible for the monitoring of standards of teaching within the school, in conjunction with the Senior Leadership team. This will involve reviewing teachers' plans, reviewing teachers' assessments, observing lessons and scrutinising work. The Topic Coordinator will report to the Deputy Head Teaching and Learning who will in turn report to the Academic Team on matters arising.

Teachers are responsible for evaluating their teaching and the learning of their pupils and for modifying plans as necessary to reflect this evaluation.

This policy will be reviewed annually. Reviewed September 2024 (Rachel Barnes)