



"Opening doors to the future"

CYNGOR BWRDEISTREF SIROL MERTHYR TUDFIL

MERTHYR TYDFIL COUNTY BOROUGH COUNCIL

## GREENFIELD SCHOOL

### History Policy

Wayne Murphy, Head Teacher.  
Rachel Faulkner, Deputy Head - Standards  
Carol Conway, Deputy Head - Wellbeing  
Gwyn Daniels - Assistant Head



**' Opening Doors To The Future '**

**' Agor drysau i'r dyfodol '**

**Original Completion Date**

September 2015

**Author**

Rachel Faulkner, Deputy Head- Standards

## **MONITORING THE POLICY**

This policy will be reviewed bi-annually unless change of circumstances or legislation requires it to be amended earlier.

Signed: ..... Date:

.....

Head teacher

Signed: ..... Date:

.....

Chair of Governors

**Review Date**

**Author**

## **Our Vision**

'To open doors to the future'

## **Our Mission Statement**

That children, staff, parents, carers and all stakeholders work actively in partnership to enable all pupils to realise and reach their full potential.

## **Aims**

- For pupils to operate as independent learners and thinkers
- To inspire a love for learning
- To provide a relevant curriculum for all
- For pupils to value themselves
- To foster a sense of belonging to a community

## **Our Values**

- We create
- We respect each other
- We try our best
- We are a team
- We learn from mistakes
- We celebrate each other's success
- We are polite and considerate
- We produce magic moments

We want every child to be safe and happy in our school. We believe that the key to this is for us all to have self-respect, respect for others and respect for property.

### **Everyone has the right to:**

- Feel safe, cared for and respected.
- Be able to learn to the best of his/her ability and to develop whatever skills he/she possesses.
- Be treated equally irrespective of gender, race, physical characteristics or any other factors.
- Learn and play without disruption.

### **Everyone is expected to:**

- Be responsible for their own behaviour
- Respect the rights of others
- Share our values

## **INTRODUCTION**

This document is a statement of the philosophy, aims and objectives, teaching and learning strategies of History at Greenfield School.

### **Our Philosophy of History**

The study of history enables our pupils to develop an awareness of the past and how it is different from today. In doing so they should simultaneously gain some understanding of some of the ways in which we find out about the past. The essential point for our pupils in studying history is that things change and that this has relevance for everyone. Looking at history can enable us to prepare pupils for changes in their own lives. We believe that if 'history' is to have any meaning for our pupils we must start with familiar situations and progress to those more distant in time and place.

Consequently, pupils will begin by looking at changes in their own lives and those of their family and others around them. This would include practical experience of families, every day modern objects and their historical counterparts. Having learned about personal history, pupils then progress to study history in the local environment. This is supported by the use of pictures, photographs, adults talking about local history and visits to key buildings and sites. Pupils build on their awareness of the past and broaden their understanding to include some major historical events and significant social changes.

Where appropriate, pupils study more distant historical periods and a wider range of national and international concerns.

History has an important role to play in promoting curriculum Cymreig and contributing to education for citizenship.

### **Aims of the History Curriculum**

- To enable students to develop a curiosity in and an understanding of the past.
- To enable students to develop a knowledge and understanding of sequences, routines and chronological patterns in their daily lives and in the wider world.
- To enable students to develop an understanding of their own personal history, bearing in mind a need for sensitivity to pupils who may not be living with their birth parents and their right to confidentiality and privacy.
- To enable students to develop knowledge of how people lived in the past and how this was different from today.
- To enable students to develop knowledge and understanding of significant people and events in the past and their influence upon the present.
- To enable students to develop knowledge and understanding about major events and issues in the history of their local area in Wales.

### **Learning outcomes: Experiences, skills and concepts in History**

#### **Experiences**

- Pupils should experience repetitive, predictable sequences, gaining an anticipation of the immediate future based upon memory of the immediate past.
- Pupils should remember familiar events from week to week and day to day, based on real object or real experience reminders of those events.
- Pupils should develop a concept of object permanence, which will lead to being able to search for objects they have seen hidden in the immediate past.
- Experiences should involve practical opportunity as often as possible. Students should use all their senses in historical study:-

- Sight – outings and visits, videos, TV, slides and photos.
- Hearing – sound effects, music, speech and language
- Smell – food, artefacts
- Taste – food and drink
- Feel – touch and handle artefacts

### Skills and concepts

- Pupils will recognise themselves and other people in pictures of the recent past.
- Pupils will link the passage of time with a variety of indicators e.g. weekend - home, summer - holidays, winter – Christmas.
- Pupils will respond to photograph and video prompts demonstrating an awareness that they took part in past events.
- Pupils will communicate in their preferred way about activities and events in their immediate past.
- Pupils will (perhaps with prompts) answer simple questions about an historical artefact or building.
- Pupils will recognise themselves and people from the more distant past thereby recognising the difference between past and present.
- Pupils will pick out an old object from a collection of items.
- Pupils will sort objects between old and new.
- Pupils will listen to and follow stories about people and events in the past.
- Pupils will indicate if personal events and objects belong in the past.
- Pupils will learn and use a vocabulary relating to the passage of time.
- Pupils will use research methods to investigate the past e.g. books, IT.

### Roles and Responsibilities

Each member of the teaching staff will have responsibility for the teaching of history and they will need to ensure that their knowledge is continually updated. The school has a history co-ordinator. It is their role to:-

- Take the lead in policy development and production of the schemes of work, ensuring continuity and progression across the school.
- Support colleagues in teaching the subject content, development of planning, implementation of the scheme of work and in assessment and record keeping activities.
- Monitor progress in history and report back to staff, head teacher and governors on progress through a planned cycle of monitoring.
- Take responsibility for the purchase and organisation of central resources for history and relevant ICT resources.
- Keep up to date with development in history through Inset, the Historical Association and relevant websites.
- Disseminate this information to the staff.
- Keep people informed of possible visits, exhibitions and courses.

## **Organisation of teaching and learning**

The organisation of teaching and learning for history in the school follows a variety of formats. These include:

- Whole class lessons with introductions involving direct teaching, use of video material and visiting speakers.
- Group work, e.g. handling artefacts, photographs, pictures and maps
- Individual work, e.g. producing a piece of extended writing to present information gained,
- The use of ICT
- The use of fieldwork
- Key skills will be covered as appropriate to the area of study.

Fieldwork is an important strategy for the teaching of history in the school. Pupils undertake fieldwork within the local area when appropriate. Other visits to museums, buildings and sites of historic interest are an important element of history in the school.

Staff follow the school and county guidelines when taking pupils on field visits outside the school grounds. Every member of staff has a copy of these guidelines.

- ICT is used within the school to enhance and improve the teaching and learning of history. This takes the form of:
  - ICT for teaching including videos, audios, power point presentations
  - ICT for learning: word processing, desk-top publishing, databases, timelines software, websites, encyclopaedia CD Rom, subject specific simulation programmes.
  - ICT for access.

Foundation Phase – Historical content is accessed through Knowledge & Understanding of the World activities and are noted in schemes of work.

KS2 – 3 year plan

KS3 - Y 7, 8 and 9 - 3 year plan

KS4 & KS5 – 5 year plan (Ks4- 2 year & ks5-3 year)

### **Key Skills**

Key skills are highlighted in each KS SOW to show appropriate coverage. All teaching is appropriately differentiated to accommodate individual needs.

### **Developing Thinking**

Pupils should be given opportunities to develop thinking across the curriculum through planning, developing and reflecting during historical enquiry and reflection on key questions, ideas and interpretations.

### **Developing ICT**

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

### **Developing Communication**

Pupils should be given opportunities where appropriate to develop and apply their skills of oracy (speaking, listening) reading, writing and expressing ideas through a variety of media across the curriculum.

### **Working Together**

Pupils should be given opportunities to work together through a range of whole school and key phase project days to develop historical enquiry skills and enhance communication key skills.

### **Developing Number**

Pupils should be given opportunity where appropriate, to develop and apply their number skills across the curriculum using mathematical information, calculating and interpreting and presenting findings.

### **Curriculum Cymreig**

The teaching of history is a means of prompting the Curriculum Cymreig. The school does this by:

- Developing teaching and learning about the local area
- Using stories set in places and at different times in Wales to develop historical skills and understanding
- Developing knowledge and understanding about events which happened in Wales and about famous Welsh personalities
- Developing knowledge and understanding about the social and cultural changes in Wales and the causes and consequences of those changes
- Developing a chronological understanding of the key events in Welsh history

### **Literacy Framework (LNF)**

There are three strands Oracy, Reading, Writing. Pupils should be given opportunities, where appropriate, in their study of History to develop and apply the three strands.

### **Numeracy Framework (LNF)**

There are four strands of numeracy – developing numerical reasoning, using number skills, using measuring skills and using data skills. Pupils should be given opportunities, where appropriate, in their study of History to develop and apply skills in the four strands.

### **Planning and entitlement**

Planning for history is a process in which all staff are involved and supported by the history co-ordinator. The basis for curricular planning are the KS SOW (see Appendix 1).

The School development plan also identifies when the subject is under focus, review, maintenance. The class teacher draws up termly plans.

All children regardless of race, gender and physical ability will be given access to the history programme at a level appropriate to their individual needs. Those children who are working below the levels defined by the National Curriculum History for their Key Stage – follow programmes of study from 'Equals', IPC Curriculum and Edexcel specifications.

At foundation level programmes relate to the pupils lives, the adults and locality familiar to them. Pupils will also investigate aspects of the life of people from Wales and Britain across the ages. Historical aspects are incorporated into themes and historical change and development within a theme are explored.

### **Assessment, Recording and Reporting**

Assessment, recording and reporting in history is carried out in accordance with the school's Assessment, Recording and Reporting policy.

Assessment in History is achieved through:-

- Observation – whilst pupils are working
- Discussion – much is learnt about the child's understanding by the way they respond to questions asked about their work
- The written evidence they may produce
- RFL, P levels and NC outcomes and levels are used to show progress.
- Pupil self-assessment and peer assessment is promoted throughout all areas.

### **Equal Opportunities**

All pupils will have access to a broad, balanced and relevant curriculum regardless of their race, culture, background, gender or disability. All areas for equal opportunity will be taken into consideration when planning lessons, activities and access to the History Curriculum. Provision should be made to enable the use of switches, IT, Communication aids etc. and the deployment and support given by staff.

### **Monitoring and Evaluation**

Standardisation of work is undertaken and a co-ordinators file of examples of work will be compiled. Monitoring of history within the school is carried out by the subject co-ordinator as part of a planned programme of review noted in the SDP in consultation with the head teacher. This takes the form of discussion with staff, examination of planning and pupils' work and classroom observation. The subject co-ordinator then reports back to the head teacher, staff and the governors on the outcome of the monitoring process. The planning, schemes of work and resources are evaluated in light of the findings of the monitoring process.

### **SCHEMES OF WORK APPENDIX 1**

Differentiation takes place throughout all the subject teaching and this is the responsibility of each class teacher.

Links are made with other subject areas – this is dependent on the topic / programme of study being used for that term.

Foundation Phase now covers the following areas in a 4 year cycle;

Bears

Patterns

Sand and water

All about me

Food

Plants and flowers

Changes

Up, up and away

Treasure

Clothes

Animals

Let's pretend



The Knowledge and Understanding area of learning incorporates historical experiences. (Reference - Foundation Phase Long/medium term plans)

At Key Stage 2 pupils may access Foundation Phase skills objectives if appropriate to their individual needs but will use the range of Key Stage 2 new curriculum orders where appropriate and are working on a 4 year cycle.

At Key Stage 3 the Equals scheme of work is linked to topics – IPC Curriculum. History is not taught as a subject in KS4 and 5 but pupils do celebrate and learn about local history through project weeks planned throughout the year.

## **SOME SUGGESTIONS FOR PLANNING CONTENT TO SUPPORT THE ABOVE SCHEMES OF WORK**

### **Events happening on same day/week before/year before**

- Using objects of reference/photo/symbol timetables.
- Digital camera photos of each lesson, week to week.
- Photographs of key events in school previous year (building up an archive)
- Use of progress file Folders.

This scheme of work may lend itself to being taught through shorter 10 minute sessions daily rather than one longer lesson weekly.

### **Toys and games from the past**

- Ask other staff, right across school. To bring in Toys.
- Visit toy Museums
- Play playground games from the past / watch on video
- Make a display of the toys, comparing them with modern equivalent

### **Immediate family trees**

- Photos of immediate family including brothers and sisters. Arrange on family tree
- Visits from parents and grandparents – guess who is who.
- Staff also (if they wish) bring their photographs for family tree.

### **Evolution of Transport**

- Video material of transport through the ages
- Make an art frieze of the development of transport (perhaps on one type)
- Start with local, recognisable transport
- Go on to more 'international' transport i.e. flight, ships
- Visit local transport museums

### **Reconstructing personal past**

- Using Records of Achievement / videos etc. – highlights of school career so far
- Photograph albums from home
- Video footage from home (or even home movies if adults are joining in)
- Adults could bring a wider perspective by bringing in photos/objects to reconstruct their on past e.g. childhood, adolescence, marriage, children etc.

### **Curating the past**

- 'Collections' around a theme e.g. washing equipment, gardening equipment, radios etc.

- Or collections of 'old things as opposed to new things
- Labelling and displaying the collection to be attractive to a visitor
- Photographic collections around a theme e.g. school, local area.

### **Evolution of home**

- Go round local area taking photos of homes of different eras, then arrange in chronological order
- Talk about longer evolution of homes – make a cave, make a simple wooden dwelling, find out about castles
- Visit local historical homes e.g. Scolton Manor
- Look at the evolution of building materials – wattle and daub, half timber, stone, bricks, prefabs etc.

### **Key events in personal lives**

- Key events in personal lives of adults in room (can also project forward)
- Key events in personal lives of pupils (photographs from home)
- Key events in personal lives of family of pupils

### **Websites:**

[www.history.org.uk](http://www.history.org.uk)

[www.bbc.co.uk/education/history](http://www.bbc.co.uk/education/history)

[www.schools.channel4.com/onlinelearning.cfm](http://www.schools.channel4.com/onlinelearning.cfm)

[www.lanug.nagoya-u.ac.jp/~matsuoka/Victorian.html](http://www.lanug.nagoya-u.ac.jp/~matsuoka/Victorian.html)

[www.maryrose.org](http://www.maryrose.org)

[www.historychannel.com](http://www.historychannel.com) (*This is useful for background information*)