

PORTFIELD SCHOOL & SATELLITE CENTRES



POLICY DOCUMENT FOR HISTORY



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Reviewing the Policy

This policy will be reviewed biennially in consultation with staff, parents and governors.

This policy was adopted by:

Headteacher

Date

Chair of Governors

Date

INTRODUCTION

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

At Portfield School we strive to:

Work together Learn together Achieve together

- Create a happy, safe, supportive and stimulating learning environment
- Value everyone
- Develop everyone's personal, social, emotional health and wellbeing
- Promote relevant academic and vocational skills
- Meet individual needs through an imaginative and flexible approach
- Enable all learners to achieve their full potential

UNCRC United Nations Convention on the Rights of the Child

- Portfield School places the values and principles of the UNCRC at the heart all policies and practices
- Portfield School is a Rights Respecting 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.

Differentiation

In order to provide for children of different abilities within each class we endeavour to differentiate tasks in a suitable way. Differentiation is catered for in one of three ways:-

1. Differentiation by task
2. Differentiation by outcome
3. Differentiation by assistance offered

Roles and Responsibilities

All members of the teaching staff have a responsibility for the teaching of History and they need to ensure that their knowledge is continually updated. The school has a History coordinator. His role is 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 teaching and learning to continue to support improvement in pupil progress and report back to the headteacher, staff and governors;
- have responsibility for the purchase and organisation of central resources for History and relevant ICT resources;
- keep up to date with current thinking and curriculum development;
- disseminate this information to the staff;
- keep staff informed of possible visits, exhibitions and courses;
- network with colleagues in other schools.

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 in formation gained,
- The use of ICT
- The use of fieldwork
- Key skills will be covered as appropriate to the area of study.
- Enrichment learning weeks e.g. WWII, Roman Chariot racing, Victorian Christmas

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 – 4 year cycle of topics.

KS3 - Y 7, 8 and 9 - Work on one year's work each year, appropriately differentiated.

(KS4 & KS5 - Pupils work on the Welsh heritage project annually

Welsh Heritage Project is completed annually by all Key Stages.

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.

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 ICT Skills and Digital Competency

Pupils develop their ICT and digital competence skills across the curriculum by finding, developing, creating and presenting information and ideas and by using a wide range of equipment and software. They also will develop a growing awareness of how to use digital technology to create, produce and share information and ideas. They will develop skills to stay safe and identify the risks and benefits of using technology. In fieldwork they use equipment to gather and organise information and select tools to enhance the presentation of their findings.

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.

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

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).

All children regardless of all protected characteristics (including race and 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’.

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. Individual progress and attainment is assessed and targets set.

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 (SOLAR) 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, other protected characteristics 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.

Health and Safety

It is the responsibility of all staff and where possible, pupils, to be aware of health and safety issues in relation to this curriculum area. Positive attitudes should be developed towards the safety of self and others when using equipment. Any issues arising should be brought to the attention of the Headteacher /Health and Safety Officer and a risk assessment carried out in relation to the subject area.

Monitoring and Evaluation

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 headteacher. 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 headteacher, 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.

Implementing, Monitoring and Evaluating the Policy

All staff will take responsibility to ensure the policy is implemented within their classroom/lessons.

The effectiveness of the policy will be reviewed biennially by the co-ordinator.

- Is current practice still reflected?
- Are the aims being achieved?
- Is there evidence to show breadth and balance in the curriculum?
- Is monitoring and planning effective?
- Is there evidence around school that demonstrates pupil achievement and enjoyment?
- Are resources effectively allocated?
- Is there evidence that teaching and learning is effective?

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 2 year cycle;

- Out and about
- Transport
- Myself
- Homes
- Animals and plants
- Colour

The Knowledge and Understanding area of learning incorporates historical experiences through the aspect of Time and People.

(Reference – see Skills in staff folder – SOW – Foundation Phase SOW)

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. Working on a 4 year cycle.

At Key Stage 3 the Equals scheme of work is linked to topics.

History is not taught as a subject in KS4 and 5 but pupils do celebrate and learn about local history through the Welsh Heritage School Project.

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 Records of Achievement 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 at 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 timer, 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

HISTORY RESOURCES IN STAFF ROOM – Lower School & Upper School

Big Books in School

From Me To You – A family history through three generations
What it was like before electricity
Transport – Now and Fifty Years Ago
Toys Big Book
Ancient Egypt
Homes
Grandma's Uncle Bill

Other Books

Laura Ashley – Fashion Designer
Betsi Cadwalader – A Victorian Nurse
Florence Nightingale
Susan Rees – A Pit Girl
Gerald of Wales
Llywelyn – A Last Welsh Prince
History of Britain – Food and Farming
Travelling in Grandma's Day
Home Life in Grandma's Day
Ladybird Books - Commercial Vehicles
- Transport through the ages
A History of Britain 1901 – 1945
Armour
Weapons and Armour
Time and Clocks
A History of Britain – The Romans
The Romans – Activity Book
See Inside – A Roman Town
Roman Cities
Roman Britain
The Invaders
Travel by Water
Roads
Look Around Homes
Homes in History
A Medieval Town
An Abbey
Prehistoric Britain – Activity Book
Prehistoric Times
Castles in Wales
Living in Castle Times
Norman Castles
Imagining the Past – A Castle
Castle and Strongholds of Pembrokeshire
A Sense of History – Castles
Peepo! – Janet Ahlberg

Celebrations

Christmas
Eid-ul-Fitr
Diwali

Starting History

Our Health
Our Family
Where We Lived
Our Holidays

Famous People

Henry Ford
King Arthur
The Wright Brothers
Alexander MacKenzie
David Livingstone
Pocahontas

Find Out About Books

Imperial Rome
Early China
Ancient Greeks
Aztecs
Ancient Egypt

Step Into Books

The Viking World
Ancient Egypt
The Roman Empire
Travels in Time
Clothes
Road and Rail
Eating and Drinking
Motion and Power
Houses

Artefacts

Reusable Wattle and Daub
Bone needles
Tudor Poor Outfit
Tudor Man's Ruff
Copperplate
Slate & pencils
Mechanical clowns
Diabalo
Butter pats
Split wooden pegs
Gas attack warning rattle
Evacuee's suitcase
Sort & match history objects
A5 card timeline
Florence Nightingale timeline

Timeline
Embalming set
Scribes writing set
Blank papyrus
Ancient Egypt photopack
Victorian spinning top

How They Lived

A Family in the Fifties
A Soldier in World War 1
A Family in World War 1

Brochures / Worksheets / Teachers Resource Books

Junior Focus – Viking Settlements
Mining Museum – Blaenavon
Pathway to the Past – The Celts at Castell Henllys
Dolaucothi – Ed. Project – The Romans
“ “ “ “ Welsh Legend and Culture
History – Key Stage 1 – Teachers Resource Book
“ “ “ “ - Photocopiable Pupil Resources (2)
Investigating History – Key Stage 1 (Worksheets)
Picture Stories
Difference Between Fact and Fiction
How things Change
People through Time
Using Historical Sources
Time Lines
Key Stage 2 – History – Photocopiable Pupils Resource
“ “ “ – Topics – Photocopiable
The Tudors (Worksheets)
Visiting Historic Sites (Brochure)
The Gunpowder Plot
Special Children Resource Pack
Then and Now – British Gas

Photographs

Victorian Toys
Junior Hindsight – Then and Now
Playing Out / Staying In / In the Kitchen etc.

Posters

Time Line – Great Grandparents time
Grandparents time
Tossing the Pancake
A sense of History – Food, Holidays, Playground Games, Traditional Clothes, Famous
People Today
Enquiring Minds – A Geographical history framework for Primary Schools of
Pembrokeshire
Hieroglyphics
Historical Evidence poster
Remains of ancient Greece

Videos

Eureka – Ancient Egypt

CDs

Magic Grandad CD

Toys past and present

Local Resources – Websites photocopy

Heinemann How? Pack – Families

How? Booklets – All about Me

Sharp Eye book – ‘The Old School’

Collins Ed Book – ‘Then and Now’

Wayland People through History – ‘People having Fun’

Wayland Starting History – ‘Where we Lived’

Various posters from Child Ed.

Espresso – resource for Whiteboard

External Resources

Local Area

Castell Henllys

Museum of Welsh Life, St Fagans

Scolton Manor

Carew Castle

Orielton Victorian School

Pembroke Castle

Wollen Mill

Records Office

Library

Websites:

www.history.org.uk

<https://www.bbc.com/education/subjects/z7svr82>

www.maryrose.org

www.history.com (*This is useful for background information*)

History Resources purchased 2011-2012

Victorians

Victorian life posters
Victorian toys – a Childs day – pack of toys

Egypt

Newspaper book
Timeline jigsaw

Romans

Newspaper book
Timeline jigsaw

Greece

Newspaper book
Timeline jigsaw

Vikings

Newspaper book
Timeline jigsaw

WW2

Evacuees posters
Ration book kit
Bettys War – book
Sams War – book

Seaside Holidays Box

Seaside holidays book
Seaside Teachers resources book
Seaside holidays in the past
Seaside wooden pictures – old/new

Homes Box

Houses and homes book
Teachers resources book – Homes
Craft items = photo frames, glitter pots, card blanks – home crafts
Homes – Magic Grandad interactive DVD

Toys Box

Old style toys –
Drum
Teddy bear
Egg and spoon race
Whip and top
Diablo
Tin whistle
Yo yo
Rag dolly
(see also in Victorians – Victorian toys pack)

Books

Alice in Wonderland
Toys teacher resources book
Toys post pack
Toys poster pack
Toys and games book

General Box

Accessing History 2 Big Book
Comic Strip Classics book set

- Shakespeare
- Chaucer
- Greek Myths
- Noahs Ark
- King Arthur
- Sinbad
- Illiad and the Odyssey

Newspaper Books – Medieval Messenger – Stoneage Sentinel

1950s a decade to remember DVD news stories – past – book

1960s – when I was young – book

Book – Great Fire of London

Timeline – Romans to Victorians

History resources

Seaside wooden pictures – old and new

1950s a decade to remember DVD news stories – past – book

1960s – when I was young – book

HOMES Magic Grandad – BBC interactive DVD

WW2 Bettys war Sams War - Book

Castles – hot topics book

Victorian toys – A childs day pack