



## **Truro Learning Academy Policy statement of History**

### **Introduction**

This policy reflects the values and philosophy Truro Learning Academy in relation to the teaching and learning of History. It gives a framework within which children, teaching staff and support staff can work together and offers guidance on such areas as planning, assessment and resources. The policy should be used in conjunction with the New Curriculum Topics for History.

### **Aims**

To promote positive attitudes and enthusiasm for History work in school.

Fire pupils' curiosity about the past in Britain and the wider world.

To help children understand how the past influences the present and what past societies were like.

To develop a chronological framework for their knowledge of societies, events and peoples of the past.

For children to value History as a subject in its own right as well as understanding its contribution to other curriculum areas.

Foster a sense of identity and an increased understanding of pupils' own position in their community and the wider world.

Develop a range of skills and abilities - particularly those related to finding out about the past, explaining what happened and what people then and now think about what happened.

To know and understand the History of the United Kingdom as a coherent, chronological narrative from earliest times to present day

To understand and deploy historical terms (such as empire, civilisation and parliament) and concepts (such as continuity and change, cause and consequence).

Through history we can also:

Improve pupils' skills in literacy, numeracy and ICT.

Develop pupils' thinking skills.

Promote pupils' awareness and understanding of gender, cultural, spiritual and moral issues.

Develop pupils as active citizens.



**During Key Stage 1** children will be encouraged to:

Speak and write about familiar and famous people and events from the recent and more distant past and know where they fit within a chronological framework.

Identify some ways in which the past is represented and use a range of historical vocabulary.

Find out about the past by asking and answering questions and using a range of sources of information.

**During Key Stage 2** children will be encouraged to:

□ Develop a chronologically secure knowledge and understanding of British, local and world history

Be aware of connections, contrasts and trends over time.

Give some reasons for, and results of, main events and changes and provide explanations about why people in the past acted as they did.

Find out about the past by asking and answering questions using a range of resources of information.

Give some explanations for the different ways the past is represented and interpreted.

Record their knowledge and understanding about the past in variety of ways using dates and historical terms.

### **Programs of Study**

The new NC framework 2014 sets out the overview and depth studies pupils should be taught. By the end of each key stage pupils are expected to know, apply and understand matters, skills and processes specified in the relevant programme of study.

### **Planning**

At Truro Learning Academy we plan for History as part of our Creative Curriculum. The aims and objectives are covered through topics in our long term plan. In conjunction with this special themed activities may also arise. Year

groups plan together for the medium term and plans are logged on the school's website.

### **Assessment**

In order to establish effective assessment pupils should understand the purpose of the work that has been set and share the teacher's expectations of what constitutes a good response. Clear learning objectives need to be established against which the pupil's work can be measured. Assessments are carried out in a variety of ways including; discussion, observation, response to questions and answers, response to written work and self and peer assessment. Reporting to parents is done through interviews and an annual report.

### **Monitoring and Evaluation**

Monitoring can be carried out on a number of different levels; by class teachers, teaching assistants, the History co-ordinator, the Head Teacher and External Inspectors. Monitoring may be through a number of methods including assessment of children's work, work analysis, feedback from pupils, staff and external agencies, analysis of planning and OFSTED reports. The teaching of History will be carried out in line with the school policy on teaching and learning,

### **Resources**

Resources form an important part of curriculum delivery. Resources can be found in the corridor storage area, school library and in the topic loan area of the Cornwall library service. Members of staff kindly contribute to our stock of resources by loaning personal artefacts.

To teach history we have a range of resources including; texts, artefacts, DVDs, posters, photographs and a number of topic packs.

The teaching of History at TLA is further enhanced by the use of fieldwork, loan collections, educational visits, visiting speakers and drama workshops.

### **ICT**

Pupils should be given opportunities to apply and develop their historical understanding through the use of ICT to support their learning in History.

### **Special Needs**

Work will be differentiated appropriately and, where necessary the child may have the help of a TA. Everything should be done to avoid highlighting disabilities of a particular child. Support may be especially necessary during field study activities.

Pupils with a particular ability or flair for History should be extended through using challenging questions that may involve individual research using a range of secondary sources especially ICT.

### **Health and Safety**

Prior to undertaking any visits or field study activities a risk assessment should be carried out in accordance with the school's and Education Authority guidelines.

We are committed to providing equal opportunities for everyone. We value the diversity of individuals within the school and beyond, and do not discriminate. Learning to live and work together, and respect each other is encouraged throughout the school.

**Review**

The History policy will be reviewed by the History Co-ordinator in conjunction with other members of staff. Agreed amendments and adjustments will then be made.

Louise Buist July 2016

