



Play, Learn & Grow Together

Llangyfelach Primary School
Pengors Road, Llangyfelach, Swansea SA5 7JE

Headteacher: Mr Lee Burnell
Deputy Headteacher: Mrs Claire Bate

☎: 01792 771497

☎: 01792 700907

e-mail: Llangyfelach.primary@swansea-edunet.gov.uk

e-mail: lee.burnell@swansea-edunet.gov.uk

History Policy

“Those who cannot remember the past are condemned to repeat it” (George Santayana)

We believe that it is in studying and understanding life and events in the past that we can come to an understanding of life in the present, and what we may be preparing for the future. The study of history is more than the learning of discrete facts; it is also the understanding of the underlying reasons for events and developments, and applying this understanding to the improving of life as we live it. The skills developed in the study of history are far reaching and can affect all aspects of our lives.

History aims to stimulate a child's curiosity through an investigative approach in order to understand the passing of time, significant events and the importance of significant people. Children are given opportunities to ask questions, suggest how to find relevant information and evaluate their findings and that build on what has already been learned.

Aims

- To stimulate interest in the past and encourage speculation and questioning.
- To help pupils come to an understanding of the nature of the society in which we live in the context of past social and political developments.
- To foster a sense of identity and an increased understanding of pupils' own positions in their own community and the world.
- To work with other schools to share good practice in order to improve this policy.

Objectives

- To promote the skills of hypothesis, chronology, observation, evaluation, research, argument, comparison, deduction and consideration of other viewpoints.
- To develop children's knowledge of how societies and people have developed over time.
- To foster an understanding of cultural developments through the ages.

Teaching Guidelines

In the Foundation Phase children will study history as part of the Knowledge and

Understanding of the World Area of Learning. They will undertake practical, skill-based activities that will support their understanding of the world, beginning with their own experiences, and moving backwards in time to look at life as their parents and grandparents knew it. Skills acquired at this time will contribute to the further study of history at Key Stage Two.

The study of history at Key Stage Two will follow the National Curriculum for history. In order to implement this, pupils will study the everyday life and culture of people in the past and make comparisons with their own lives and experiences. They will compare a range of historical events to gain knowledge of change and the evolution of life styles and thus will develop an understanding of chronology.

Pupils will recognize that some things change and others remain the same and will be made aware that historical events often have more than one cause and consequence.

A variety of teaching and learning styles is used in our history lessons. Visual, audio and kinetic learning enhances pupils' research and enquiry. Whole-class teaching methods combine with enquiry-based group work for research and practical activities. Visits are made to local areas of relevant historical interest, and also to places further afield.

Teachers incorporate individual, pair, class and group work into lessons. Pupils are taught through discussion, practical activity, games, investigations, problem solving and recording. They use IT for research and/or recording whenever it is felt appropriate and beneficial. The teaching style and methods are varied according to the subject matter and the pupils being taught.

Pupils use a variety of data to support their learning, such as maps, books, pictures, first and second hand evidence, photographs, and IT. Pupils take part in role-play and discussions, and they report findings to the rest of the class. They engage in a wide variety of research activities.

Planning and Organisation

Curriculum planning in history is organized in three stages:

Long-term planning is based on the National Curriculum and Foundation Phase documents for history, which details what is to be taught over the Key Stages and provides the topic basis for planning history activities for each year group. In Llangyfelach Primary School we use The Cornerstones Curriculum. The history coordinator has checked and ensured that the National Curriculum and Foundation Phase history skills and range in are being covered by every key stage. It is monitored regularly and evaluated annually.

Our **medium-term** takes the long term plan and organises the teaching of history into termly or half-termly sections. The planning is more detailed and the objectives are more specific in nature. This planning is developed by the history coordinator and then passed on to the class teachers, who respond to the needs of their pupils. It also ensures a balanced distribution of work is undertaken across each term.

Short term planning details the lessons taught over one or two weeks. These identify specific learning objectives for the class and for each group. In some cases individual targets are also set for specific pupils.

Wherever possible the study of history is linked with a cross-curricular approach.

Monitoring and Assessment

History provision is monitored by the history coordinator throughout the year. This is done through examining pupils' work and monitoring classroom practice and curriculum planning. She also ensures all members of staff have appropriate training to enable them to deliver the curriculum to the expected standard of excellence.

Teachers assess pupils continuously on an informal basis; these assessments inform the teacher of the pupil's current achievements, and guide the teacher in planning the pupil's future learning.

There is no requirement for pupils to be measured against the external National Curriculum levels until the end of each Key Stage.

More important to the school, however, are the formative assessments, which are informal, continuous and ongoing, and identify the needs of the individual pupils. This assessment happens incidentally during classroom activities and informs the planning of the pupil's future learning.

We report on the children's progress in history to parents at parent teacher meetings and in the pupil's end of year report.

Additional Educational Needs

We recognize the fact that there are pupils of widely different abilities in all classes and we use a variety of methods to ensure suitable learning opportunities for all pupils, by matching the challenge of the task to the ability of the pupil. We achieve this by:

- setting common tasks which are open-ended and can have a variety of responses;
- setting tasks of increasing difficulty, with children completing as much as they can
- grouping pupils by ability and setting different tasks to each ability group;
- providing resources of different complexity according to the ability of the pupil;
- using classroom assistants to support the work of individual pupils or groups of pupils
- giving additional teacher input to some pupils when needed.

For pupils on the Special Educational Needs register, support is given according to our Special Educational Needs policy.

Cwricwlwm Cymreig

To support development of the Cwricwlwm Cymreig pupils will undertake topics of local interest in history. They will read and be told stories from Welsh history and will study the history of the local area. Visits to areas of Welsh interest will be undertaken and the specific causes, effects of social history and life in Wales will be examined.