

# **St John's CofE Primary Academy**

## **History Policy**



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### **Key Personnel**

**Executive Principal : Sarah Cockshott**

**Chair of Governors: Michael Ward**

**ST John's Primary Academy**  
**HISTORY POLICY**

**PURPOSE OF STUDY**

A high-quality history education will help pupils gain a coherent knowledge and understanding of Britain's past and that of the wider world. It should inspire pupils' curiosity to know more about the past. Teaching should equip pupils to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. History helps pupils to understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time.

**AIMS:** The National Curriculum for history aims to ensure that all pupils:

- Know and understand the broad outlines of European and world history: the growth and decline of ancient civilizations; the expansion and dissolution of empires; the achievements and follies of mankind.
- know and understand the history as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world
- know and understand significant aspects of the history of the wider world: the nature of ancient civilizations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind
- deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'
- understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance,
- make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses.
- understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed
- gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.

**ATTAINMENT TARGETS**

By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.

**SUBJECT CONTENT**

**Early Years Foundation Stage (EYFS)**

The early learning goals at EYFS are very much focused on the memories of the child. It may be that they are asked to remember a special event or routine or custom for their family. They may talk about differences between different family members or different generations.

**Key Stage 1 (Years 1 and 2)**

Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. They should use a wide vocabulary of everyday historical terms. They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. They should understand some of the ways in which we find out about the past and identify different ways in which it is represented. At Key Stage 1, children may be asked to learn about specific people or events that are both within and beyond living history such as:

- Neil Armstrong or Tim Peake, Grace Darling, or Florence Nightingale.
- Events such as: the Great Fire of London, the first aeroplane flight,
- themes such as: castles or toys
- Local history significance

### **Key stage 2**

Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources.

Pupils are taught about:

- Stone Age
- Ancient Romans
- Anglo Saxons and Scots
- The Vikings
- A local history unit
- A period of history later than 1066 (e.g. World War 2, Victorians, Tudors, the 1960s).
- Ancient Greeks
- Ancient Egyptians or Ancient Shang dynasty of China or the Indus Valley
- The Mayans or Islamic Civilisation or Benin (AD 900-1300) to contrast with British history

## **PROCEDURES**

### **CURRICULUM PLANNING**

- Teaching objectives for specific year group are outlined.
- The history co-ordinator evaluates the medium-term plans to ensure there is consistency within the units and progression throughout the key stages.
- Short term planning is the responsibility of individual teachers, who build on their medium-term planning by taking account of the needs of children in a particular class and identifying the way in which ideas might be taught in the class.
- History is planned carefully, monitored and taught with a variety of approaches and resources.
- Inclusion, assessment, recording and reporting achievement will be the responsibility of all teachers in accordance with school policies.
- Children of all abilities are given opportunities to develop their skills and knowledge, and progression is planned into the schemes of work, so that children are appropriately challenged as they move through the school.

### **MONITORING and REVIEW**

Monitoring of the standards of children's work and of the quality of teaching in history is the responsibility of the history subject leader. The work of the history subject leader also involves supporting colleagues in the teaching of history, being informed about current developments in the subject, and providing a strategic lead and direction for the subject in the school. The history subject leader creates an action plan in which s/he evaluates the strengths and weaknesses in the subject and indicates areas for further improvement. The history subject leader reviews samples of children's work and visiting classes to observe teaching in the subject.

### **ASSESSMENT FOR LEARNING**

It is the responsibility of teachers to ensure that all pupils, irrespective of gender, ability, race or SEND, have access to the curriculum and make the greatest progress possible. Teachers set suitable learning challenges and respond to each child's different needs. Teachers assess children's work by making informal judgements during lessons and then date this accordingly on skills passports for the appropriate children to have met the expected targets, exceeded them or not met them. On completion of a piece of work, the teacher assesses the work and uses this information to plan for future learning. Written or verbal feedback is given to the child to help guide their progress. At the end of a whole unit, the teacher makes a summary judgement about the work of each pupil, so the information can be passed on to the next teacher at the end of the year and parents in an annual written report.

### **CROSS CURRICULAR LINKS**

The Contribution of History to teaching in other curriculum areas: Whenever possible and appropriate, cross curricular links should be identified in the teaching of History.

The contribution of history to other subjects:

#### **English:**

History contributes significantly to the teaching of English in our school by actively promoting the skills of reading, writing, speaking and listening. . Some of the texts used within English are set in a historical context that brings the periods to life e.g. The boy in the Striped Pyjamas, Oliver twist.

### Mathematics:

History contributes to the teaching of mathematics in a variety of ways. Children learn to: use roman numerals, the chronology of numbers, interpret information in various forms and compare mathematical concepts.

### Information and communication technology (ICT):

We use ICT in history teaching where appropriate and we meet the statutory requirement for children to use ICT as part of their work in history. Children use ICT in history to enhance their skills in data handling and in presenting written work, and they research information using the Internet. Children have the opportunity to use the digital camera to record and use photographic images.

### Relationships and sex education (RSE):

History contributes significantly to the teaching of relationships, social, and health education. Children develop self-confidence by having opportunities to explain their views on a number of social questions such as how society should respond to poverty and homelessness. They discover how to be active citizens in a democratic society by learning how laws are made and changed, and they learn how to recognize and challenge stereotypes and to appreciate that racism is a harmful aspect of society. They learn how society is made up of people from different cultures and start to develop tolerance and respect for others.

### Spiritual, moral, social and cultural development:

When teaching history, we contribute to the children's spiritual development where possible. Children learn about the role of the church in Tudor times and they find out how British society has changed over time. The history programme of study enables children to understand that Britain's rich cultural heritage can be further enriched by the multi-cultural British society of today.

History can also enhance other areas such as Science, Design and Technology, Art and Music through the positioning of the unit in the focus link.