



St John's C of E Primary Academy

History Policy

Author: Daniel Carlile

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Key Personnel

Principal: Sarah Cockshott

Chair of Governors: Fr Roger Gilbert

St. John's C of E 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 history of these islands 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 civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind
- gain and 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, and use them to 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

Key stage 1

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.

In planning to ensure the progression described above through teaching about the people, events and changes outlined below, teachers are often introducing pupils to historical periods that they will study more fully at key stages 2 and 3.

Pupils should be taught about:

- changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life
- events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries]
- the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods [for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell]
- significant historical events, people and places in their own locality.

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.

In planning to ensure the progression described above through teaching the British, local and world history outlined below, teachers should combine overview and depth studies to help pupils understand both the long arc of development and the complexity of specific aspects of the content.

Pupils should be taught about:

- changes in Britain from the Stone Age to the Iron Age
- the Roman Empire and its impact on Britain
- Britain's settlement by Anglo-Saxons and Scots
- the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor
- a local history study
- a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066
- the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China
- Ancient Greece – a study of Greek life and achievements and their influence on the western world
- a non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300.

PROCEDURES

CURRIULUM PLANNING

Medium term planning sheets show the sequence of a unit of study linked to the estimate of time each unit will take. The teaching objectives linked to the programmes of study are identified on a planning grid.

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.

To accomplish our aims in history education we shall plan carefully, monitor children's progress and provide a variety of teaching approaches and resources.

We will keep the teaching of history under regular review, as part of our on-going school development plans and monitor the effectiveness of this policy.

Inclusion, assessment, recording and reporting achievement will be the responsibility of all teachers in accordance with our other school policies.

We ensure that there are opportunities for children of all abilities to develop their skills and knowledge in each unit, and we plan progression into the schemes of work, so that the children are increasingly 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 coordinator. The work of the subject coordinator also involves supporting colleagues in their teaching, being informed about current developments in the subject and providing a strategic lead and direction for the subject in the school. The subject coordinator has specially allocated time in which to fulfil this role by reviewing samples of children's work and visiting classes to observe teaching in the subject.

ASSESSMENT FOR LEARNING

Children demonstrate their ability in History in a variety of different ways. Younger children might, for example, act out a famous historical event, whilst older pupils may produce a PowerPoint presentation based on their investigation, e.g. of voyages of discovery. Teachers will assess children's work by making informal judgements during lessons. 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 his or her progress. Older children are encouraged to make judgements about how they can improve their own work. At the end of a whole unit, the teacher makes a summary judgement about the work of each pupil. We pass this information on to the next teacher at the end of the year and to 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.

English/Literacy

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 that we use in the Literacy Hour are historical in nature. Children develop oracy through discussing historical questions or presenting their findings to the rest of the class. Children's speaking and listening skills are enhanced through the use of drama and role play within History lessons. They develop their writing ability by composing reports, diary entries and letters. Pupils' writing is supported by the use of writing frames and word banks.

Mathematics/Numeracy

The teaching of History contributes to children's mathematical understanding in a variety of ways. Children learn to use numbers when developing a sense of chronology through activities such as creating time-lines and through sequencing events in their own lives. Children learn to interpret information presented in graphical or diagrammatic form. Venn diagrams are also used to compare and contrast aspects of History.

Personal, Social and Health Education (PSHE) and Citizenship

History contributes significantly to the teaching of personal, social and health education and citizenship. 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 recognise 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 they start to develop tolerance and respect for others.

Spiritual, Moral, Social and Cultural Development

In our teaching of History we contribute where possible to the children's spiritual development, as in the Key Stage One unit of work, 'What are we remembering on Remembrance Day?' 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 and ICT

Information and Communication technology enhances our teaching of History, wherever appropriate, in all key stages. This more than meets the statutory requirement for children to use ICT as part of their History work in Key Stage Two. The children use ICT in a variety of ways, such as word processing, finding information on the Internet, consulting Encarta and presenting information through PowerPoint. They can make creative use of the digital camera to record photographic images. They can further use email to gather information from sources in other countries.