History Policy

Mission Statement
Our mission is to provide the highest possible standards of education for all our pupils within a caring, happy and safe environment where all individuals who work in and with the school are equally valued.

Philosophy
We believe that history is the study of people and their development over a period of time. The past influences all aspects of our lives and enables children to develop their own identities through an understanding of history at personal, local, national and international levels. It is essential to our understanding of the development of the modern world. Through history children can begin to learn and understand about the past and its influence on our life today. History is important because WE ARE the past: we are the sum of all the events—good, bad, and indifferent—that have happened to us. This sum product guides our actions in the present.

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 civilizations; 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’, ‘civilization’ ‘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.
Foundation Stage
Children will:
- Find out about the past and present events in their own lives, and in those of their families and other people they know through topic work.

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 the 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 outline 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 (Year 1).
  - Events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, events commemorated through festivals or anniversaries, the Gunpowder Plot (Year 1 and 2)].
  - 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] (Year 1 and Year 2)
  - significant historical events, people and places in their own locality (Year 1 and 2)

Key Stage Two
- 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 of 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 organization 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

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<th>Examples (non-statutory)</th>
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<td>This could include:</td>
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<td>- late Neolithic hunter-gatherers and early farmers, for example, Skara Brae</td>
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<td>- Bronze Age religion, technology and travel, for example, Stonehenge</td>
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<td>- Iron Age hill forts: tribal kingdoms, farming, art and culture</td>
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The Roman Empire and its impact on Britain

- a depth study linked to one of the British areas of study listed above
- a study over time tracing how several aspects of national history are reflected in the locality (this can go beyond 1066)
- a study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality.

Children: Britain’s settlement by Anglo-Saxons and Scots

- a depth study linked to one of the British areas of study listed above
- a study over time tracing how several aspects of national history are reflected in the locality (this can go beyond 1066)
- a study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality.

The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor

- a depth study linked to one of the British areas of study listed above
- a study over time tracing how several aspects of national history are reflected in the locality (this can go beyond 1066)
- a study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality.

A local history study

- a depth study linked to one of the British areas of study listed above
- a study over time tracing how several aspects of national history are reflected in the locality (this can go beyond 1066)
- a study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality.

A study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066

- the changing power of monarchs using case studies such as John, Anne and Victoria
- changes in an aspect of social history, such as crime and punishment from the Anglo-Saxons to the present or leisure and entertainment in the 20th Century
- the legacy of Greek or Roman culture (art, architecture or literature) on later periods in British history, including the present day
- a significant turning point in British history, for example, the first railways or the Battle of Britain
- 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.
Values and attitudes

Children:
- Learn about the experiences of people in the past, and why they acted as they did;
- Develop respect for and tolerance of other people and cultures;
- Learn how people in the past have changed the society in which they lived;
- Develop respect for evidence and the ability to be critical of the evidence;
- Develop an understanding of right and wrong and the ability to handle moral dilemmas in a responsible way.

Teaching and Learning

The subject is taught through our subject-led curriculum throughout the year. Each teacher is responsible for following specific programmes of study as guided by long term and medium term plans. Certain topics at both stages provide opportunities for the development of cross curricular themes, dimensions and skills. Wherever possible the Programmes of Study for history are enriched by looking at the history of the local and regional area. Where history is the lead subject, a ‘WOW’ factor should be organised at the beginning of the unit to create enthusiasm and a ‘Fantastic Ending’ should be used to complete a topic.

Within the scheme of work for history, learning objectives are sequenced to ensure continuity and progression. Learning may be by means of direct teaching to the class or small groups in a number of ways; by providing direct, ‘hands on’ experiences of historical resources and materials, for example artefacts, pictorial and written sources, buildings, people and so on; by teacher prepared materials such as worksheets and by practical tasks developed for the children. Whenever possible and appropriate, educational visits are included in a history topic, making use of locations accessible to the school. Differentiation is addressed within the curriculum, at the planning stage so each child can succeed at their own level. There will also be evidence in planning of challenging tasks for the more able.

Expectations

Broad issues of progression can be expressed as expectations for each key stage.

At the beginning of key stage 2, most children will be able to:
- Speak and write about familiar and famous people and events from the recent and more distant past, using everyday terms with the passing of time;
- Distinguish between aspects of their own everyday lives and the lives of people in the past;
- Identify some ways in which the past is represented;
- Find out about the past by asking and answering questions using a range of sources of information.

By the end of key stage 2, most children will be able to:
- Describe the contribution made by people, events and developments in the recent and more distant history of Britain and other countries and make links across the periods of history studied;
- 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 sources of information;
- Give some explanations for the different ways the past is represented and interpreted;
- Record their knowledge and understanding about the past in a variety of ways using dates and historical terms.

Assessment

Assessment is an ongoing process in the classroom as teachers observe pupils’ oral and written responses. Opportunities for assessment exist in medium term plans and are built into all activities. Evidence may be collected where necessary and assessments will be completed by all children in accordance with the
assessment policy. The learning outcomes within each unit offer teachers opportunities for checking progress. Consistency of judgment is ensured by using level descriptors and advice by the coordinator. The main method of assessing children’s knowledge, skills and understanding is through the use of Assessment for Learning. Parents are informed of curriculum coverage in an information letter sent out each term, and the progress achieved by their child in the end of year report.

**Equal Opportunities**

All pupils, regardless of gender, ability or race will have equal access to the teaching of history. However, this teaching will be differentiated appropriately to meet the needs of the individual child.

**Resources**

The resources for history are kept in a resource cupboard in the extended services room and also in the appropriate year band classrooms.

*Primary Sources* – Pupils will learn from an ever increasing collection of artefacts, documents, music, adult visitors, buildings and sites and materials.

*Secondary Sources* – Pupils will also learn through videos, photographs and stories, myths and legends.

**The coordinator’s role**

The role of the coordinator is to ensure continuity and progression in the teaching and learning of history.

- Developing good practice in their own classroom
- Co-ordinating and ordering resources and managing the budget
- Monitoring and evaluating resources
- Monitoring planning and the delivery of the curriculum
- Working together with colleagues to raise standards
- Providing stimulus and inspiration
- Ensuring that the policy documents remain useful and current
- Organising and supporting in-service training in line with the SDP
- Yearly history audit and action plan