

History Policy

RISE PARK PRIMARY AND NURSERY SCHOOL



History Policy

June 2018

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Date	June 2018
Date of review	June 2018

Rise Park Primary and Nursery School - History Policy

Introduction

This policy outlines the purpose, nature and management of the History taught and learnt in our school. History is a foundation subject within the National Curriculum. The school policy for History reflects the consensus of opinion of the whole teaching staff and has the full agreement of the governing body and teachers. The implementation of this policy is the responsibility of all the teaching staff.

Rationale for History Teaching

History should be concerned with stimulating the children's interest, developing an understanding and encouraging children to think critically about the past. We aim for the children to develop a sense of identity and a cultural understanding based on their historical heritage. We teach children to understand how events of the past have influenced our lives today. We also teach the children to investigate these past events and develop the skills of enquiry, analysis, interpretation and problem solving.

History aims:

- To develop enjoyment and interest in learning about the past, which informs children's understanding and awareness of the world around them.
- To develop an understanding of society and our place within it, so that children acquire a sense of their cultural heritage.
- To develop an understanding of chronology so that children are aware of Britain's coherent, chronological narrative.
- To recognise the role of individuals and events in shaping modern society.
- To gain the skills needed to investigate and interpret different versions of past events.
- To study historical evidence and to ask perceptive questions about the past.
- To develop the ability to communicate historical knowledge and understanding using a variety of techniques.
- To encourage children to understand and respect other people, their beliefs, thoughts, values and experiences.
- To develop a knowledge and understanding of historical development in the wider world.

Foundation Stage

History in the Foundation Stage is taught under the umbrella of 'Understanding the World'. The children are supported in developing the knowledge, skills and understanding that helps them to make sense of the world. The pupils are encouraged to talk about their families and past and present events in their lives. Planning follows the interest and needs of the children each half term – for example, in FS1, a focus on the children's own personal histories was inspired by the children's interest in how they have changed over time.

Key Stage 1

The National Curriculum Programme of Study at Key Stage 1 focuses on developing children's 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. Children 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.

Pupils are taught about:

- Changes within living memory
- Events beyond living memory that are significant nationally or globally
- The lives of significant individuals in the past who have contributed to national and international achievements
- Significant historical events, people and places in their own locality

Key Stage 2

The National Curriculum Programme of Study at Key Stage 2 should continue to allow children 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 vocabulary. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. Children 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:

- Changes in Britain from the Stone Age to the Iron Age
- The Roman Empire and its impact on Britain
- Britain's settlement by the 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 Ancient Egypt
- Ancient Greece – a study of Greek life and achievements and their influence on the western world

Key Stage 1 and 2 Long term History planning

<u>Term</u>	<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>	<u>Year 4</u>	<u>Year 5</u>	<u>Year 6</u>
Autumn	Life in the Past Household objects	Famous explorers	The Stone Age	The Tudors	Medieval Britain	Eyam – The Plague
Spring	Famous Person – Mary Anning	The Great Fire of London – Samuel Pepys	<i>Geography focus</i>	Ancient Egypt	<i>Geography focus</i>	<i>Geography focus</i>
Summer	Seaside holidays in the past	The life of Roald Dahl	The Romans	Vikings and Raiders	Ancient Greece	The Battle of Hastings

Recording of History

Pupils are encouraged to record their work using a variety of methods and communicate their findings to others. These may include written or verbal reports, charts, collage, models, pictures and role play activities. Children’s written evidence will be recorded in their individual writing book.

Cross Curricular links in History

English

History contributes significantly to the teaching of English in our school by actively promoting the skills of reading, writing, speaking and listening. Many of the texts that are used in English lessons are historical in nature. Children develop speaking and listening skills by discussing historical questions or presenting their findings to the rest of the class. They develop their writing by composing a wide range of written pieces, including reports, letters and diary entries and through using writing frames.

Mathematics

History teaching contributes to the teaching of mathematics in a variety of ways. Children learn to use numbers when developing a sense of chronology through doing activities such as creating time-lines. Children learn to interpret information presented in graphical or diagrammatic form.

ICT

We use computing in History where appropriate. It is used both as a teaching tool and by the children to enhance their skills in data handling, gathering research and in presenting written work.

Spiritual, Moral, Social and Cultural Aspects

Our children are offered many opportunities to examine the fundamental questions in life through their study of history. We encourage children to think about the impact that people and development can have on the world. 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. They learn how to recognise and challenge stereotypes. They learn how society is made up of people from different cultures and start to develop tolerance and respect for others.

Assessment

Children demonstrate their ability in History in a variety of different ways. Teachers will assess children's work by making informal observations during lessons. Teachers assess work and then use this information to plan for future learning. As children's knowledge and understanding progresses, they are encouraged to make observations about their own work and how they can improve on it. Teachers will provide opportunities for both self- and peer-assessment, in line with the other subjects of our curriculum. Written assessments are made on children's work through written comments but more often, verbal feedback between the child and teacher provides areas for development. Samples of children's work are kept each year which show the expected level of achievement of History in each year of the school.

Marking

Feedback to pupils should be provided on their attainment against the objectives of History. Pupils are encouraged to improve their own learning performance through the school marking policy.

Inclusion

Equal Opportunities

At Rise Park Primary and Nursery School, we teach History to all children, whatever their ability and individual needs. The History curriculum provides all children with a broad and balanced education. Children are given opportunities to work with others, listen to each other and treat everyone with respect:

- We plan our classroom activities to challenge and involve all pupils appropriately, according to age and capability, ethnic diversity, gender and language background.
- We are aware of different learning styles and the need to allow pupils to be able to work in their preferred learning styles for some of the time.
- We use materials for teaching which avoid stereo-typing, and bias, towards race, gender, role or disability.
- We deal with such issues clearly and sensitively when they arise.

Differentiation

At our school we teach History to all children, whatever their ability. History forms part of the school curriculum policy to provide a broad and balanced education to all children. Through our History teaching we provide learning opportunities that enable all pupils to make progress. We use a range of strategies to support pupils and ensure that pupils' needs are catered for in each aspect of the curriculum. A few of these, particularly relevant to History are:

- The use of appropriate vocabulary at varying levels of difficulty during lessons
- Modified text passages as expected in other curriculum areas
- Different levels of written or oral questions for pupils investigating photographic or other visual material
- Careful use of support for pupils with English as an additional language

For our more able pupils we will expect:

- Teachers to provide teaching and learning experiences that encourage pupils to think creatively, explore and develop ideas, and try different approaches. Pupils should be encouraged to set their own questions, offer ideas, suggest solutions or explanations, and reflect on what they have heard, seen or done in order to clarify their thoughts.
- Greater independence in working, e.g. a pupil to be able to carry out their own simple historical enquiry.
- Real-life research and presentation opportunities, for example carrying out interviews with local people and collating the results.
- Rather than giving gifted pupils additional writing tasks, teaching staff will encourage them to communicate their understanding in a variety of ways, giving them responsibility for choosing and evaluating the most appropriate method.
- Opportunities within History for pupils to develop their skills in other areas, such as intrapersonal skills (for example, opportunities to use initiative), and interpersonal skills (for example, leadership and group membership).

Resources

We have resources in our school, to enable us to teach each of the History topics from Foundation Stage through to KS2. Many of these resources are kept in a central location, however, those resources more specific to each key stage are kept in a more accessible place for the relevant year groups. Resources are audited and updated on a regular basis by the subject leader.

Monitoring and Evaluating:

The subject leader is responsible for supporting colleagues in their teaching, for being informed about current developments in the subject, and for providing a lead in History. The subject leader is also responsible for liaising with colleagues to ensure that the units of study are appropriate from year to year, and to maintain continuity and progression throughout the school.

This policy was reviewed and adopted by staff and governors in June 2018.

This policy will be reviewed every three years.