



Enrich Enjoy Excel

EASTINGTON PRIMARY SCHOOL

HISTORY POLICY

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Headteacher: Heidi Gallagher

Chair of Governors: Alvin Fernandes

History Coordinator: Lucy Hardcastle

Eastrington Primary School History Policy

History stimulates and develops pupils' curiosity about the past in Britain and the wider world. It is concerned with sequence, time and chronology, through studying evidence of the past.

Pupils learn to value their own and other people's cultures and considering how people lived in the past can influence their decisions about personal choices, attitudes and values.

History makes a significant contribution to citizenship education by teaching about how Britain developed as a democratic society. Children can understand how events in the past have influenced our lives today. Through investigation they can develop the skills of enquiry, analysis, interpretation and problem-solving.

Aims

At Eastrington Primary School our intention is to provide quality teaching and learning of history. We aim:

- To promote an interest in the past
- To develop an understanding of events over time and in a chronological structure
- To learn about the roles that individuals and events have played in shaping modern society
- To develop an ability to investigate and interpret different versions of past events
- To learn to study historical evidence and to ask and answer questions about the past
- To develop the ability to communicate historical knowledge and understanding using a variety of techniques
- To encourage children to understand other people, their beliefs, thoughts, values and experiences
- To develop an awareness of the world around them
- To develop an understanding of society and their place within it, so that they acquire a sense of their cultural heritage
- To develop a knowledge and understanding of historical development in the wider world

Attitude and skills

We also seek to encourage children to develop the following skills:

- Empathy
- Interpretation of secondary and primary sources
- Historical enquiry
- Communicating history dramatically, verbally and narratively
- Research

In order for these aims to be achieved, teachers will provide effective learning opportunities for all pupils by:

- Planning and organising work to meet the requirements of the National Curriculum and by following the guidelines set out in the Foundation Stage curriculum.
- Providing a range of appropriate materials and resources, ensuring access for all pupils.
- Monitor and assessing pupils' work against the National Curriculum attainment targets for history.

History in the Foundation Stage

The Early Learning Goals establish expectations for most children to reach by the end of the Foundation Stage. In the area of Understanding of the World, pupils are encouraged to find out about past and present

events in their own lives and in those of people familiar to them. Pupils are developing the crucial knowledge, skills and understanding that help them make sense of the world.

Understanding the World

ELG: Past and Present

Children at the expected level of development will:

- Talk about the lives of the people around them and their roles in society.
- Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.
- Understand the past through settings, characters and events encountered in books read in class and storytelling.

History in Key Stage 1 and 2

Because of mixed age classes our scheme of work follows a 2 year rolling programme in order to ensure complete coverage of the subject. Teachers use the objectives from the new framework as a base for planning (see History Long Term Plan)

History is taught through the 5 key elements of:

- Chronological understanding
- Knowledge and understanding of events, people and changes in the past
- Historical interpretation
- Historical enquiry
- Organisation and communication

It may not be appropriate to include all elements within each study unit.

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.

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 Stage 2.

Pupils should be 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 terms. 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.

In planning to ensure progression, 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

Pupils learn well when:

- They have access to a variety of resources, such as books, photographs and artefacts to handle
- They visit museums and other places of interest
- They interview their own family and friends to find out about change
- Dance and drama is used to represent historical events
- They are shown or use selected resources from the internet, and DVD's
- They are provided with opportunities to work both independently and in pairs or groups

Differentiation

Teachers ensure that all pupils have equal access to a broad and balanced History curriculum. We recognise that pupils have many different levels of experience and understanding of History, and through careful planning will set appropriate learning challenges for all.

Some pupils may need more support. This might include:

- Working with an adult within the classroom on a one to one basis

- Working within a guided group of children
- Having a different target/outcome for their work

Assessment

Work in History is assessed during lesson observations. At the end of a unit of work, a judgement can be made against the National Curriculum levels of attainment. This information can be used to inform future planning. It also enables annual assessment, which is included as part of the child's report to parents; information that is also passed on to the next teacher.

Cross-curricular

Wherever possible teachers plan history work to be cross curricular.

English

History contributes to the teaching of English in our school by actively promoting the skills of reading, writing, speaking and listening. Some of the texts studied in English lessons are of a historical nature. Pupils develop their oral skills through discussion, presentation and role play. Particular writing styles can be developed through historical topics.

Mathematics

Pupils learn to recognise dates to develop their sense of chronology. They learn to interpret information presented in graphical or diagrammatic form.

Computing

Pupils use Computing in history to enhance their skills in data handling and presenting written work, and as a tool for research. Pupils also have access to ipads for recording images.

Personal, Social and Health Education (PSHE) and Citizenship

Pupils develop self confidence by being given opportunities to explain their views on a number of social questions, such as how society should respond to poverty or homelessness. They discover how to be active citizens in a democratic 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

Pupils are provided with opportunities to discuss moral questions, or what is right and wrong, when studying topics. Pupils learn about the role of the church in Tudor times and how British society has changed over time. The history programmes of study enable pupils to appreciate Britain's rich cultural heritage and see how it is being further enriched by our multi-cultural society.

Monitor and Review

The subject leader will monitor the standards of pupils' work and the standards of attainment in history. They will support colleagues in the teaching of history and keep informed about current developments in the subject.

The history policy will be reviewed every three years.