

DREW PRIMARY SCHOOL

History Policy



'Learning today for tomorrow's world'

Agreed at Governing Body Meeting on

Signed Headteacher:

Signed Chair of Governors:

History Policy

This policy was written in December 2014 and consultation was carried out with staff, pupils, parents and governors. It will be reviewed in December 2016.

School Background Information

1.1	Type of school	Primary
1.2	Member of Healthy School Scheme	Yes
1.3	Average no. on roll	430
1.4	No. of classes in year	2
1.5	Ethnic breakdown	Asian Black British/ Caribbean/ African Mixed White Eastern European White British White Other

Key Contacts

History Co-ordinator: Scott Chamberlain

Dissemination

Key information from this policy will be incorporated into the following documents where appropriate:

- Staff handbook / Induction materials
- Governor handbook / Induction Materials
- Pupil documentation

INTRODUCTION

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 AND OBJECTIVES

The new 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.

REFERENCES

The above aims are consistent with our schools philosophy and take account of the National Curriculum. The school's scheme of work, based on The Learning Challenge Curriculum (LCC) units, ensures continuity and progression across the key stages as well as breadth of study to ensure all Programmes of Study are taught through a creative cross-curricular approach

PLANNING

Planning is the responsibility of the class teacher together with help from the History Leader. Planning is used to:

- Set clear achievable goals;
- Ensure work is matched to pupils' abilities, experiences and interests;
- Ensure progression, continuity and subject coverage throughout the school;
- Provide criteria for assessment and evaluation of teaching and learning.

PROCEDURE

History forms part of our cross-curricular approach at Drew. This ensures that viable links with other subjects are planned for and capitalised upon e.g. linking a text being used in English, such as *Macbeth*, with learning on Shakespeare and Renaissance England in History. There is also a strong emphasis on incorporating outside learning opportunities to enrich the curriculum.

CURRICULUM GUIDANCE

Expectation of study is split into guidance for KS1 and KS2.

KS1 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]
- significant historical events, people and places in their own locality.

KS2 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.

ASSESSMENT

Currently we use teacher assessment. We are investigating a range of assessment formats.

RESOURCES

History resources are stored centrally and clearly labelled. Resources should be checked and returned to the resource room at the end of the unit. Because visits to places of geographical interest are considered an essential part of effective learning, possible trips have been advised by the History leader for a range of topics. These trips are expected to be planned and carried out by class teachers and evaluated as to their effectiveness in enhancing the learning of children.

EQUAL OPPORTUNITIES

All children have the same access to History activities regardless of their ability, gender, race or cultural background. It is the responsibility of both the class teacher and the History Leader to challenge stereotypical views and attitudes through a range of resources and developing children's awareness. Pupils should be given the opportunities to see a diversity of human experience and understand themselves as individuals and as members of society.

Work is appropriately differentiated in order to promote children's learning and ensure equality of access to the curriculum through:

- Tasks
- Teaching methods
- Outcomes
- Resources

This differentiation will ensure that activities are tailored to children's needs from supporting those with SEND through to challenging those identified as Gifted and Talented.

In fieldwork all pupils will participate fully. In special circumstances consultation with parents may be needed to ensure that appropriate arrangements are made so that no child is denied access to first hand experience.

HOMEWORK

Should be issued in accordance with the homework policy.