



Calow Church of England (V.C) Primary School

History Policy

Introduction/The importance of History to the curriculum

In History pupils are given access to the past through structured teaching of important events in the History of Britain, Europe and other parts of the world. They are helped to build a clear chronological framework of the development of societies from ancient to modern times by making links across the different areas studied. They are given opportunities to investigate local history and to learn about and interpret the past from a range of primary sources. The past influences all our lives. It shapes the customs and beliefs of the communities to which we belong. Learning about the past and methods used to study it helps children make sense of the world in which they live. Through learning about the past children are also making links across the whole school curriculum. Children will be encouraged to reflect on the Christian ethos where appropriate in their study of History and also develop further awareness of British values.

Aims

Our aim in History is to give as much opportunity as possible for children to empathise with the world around them; whether this is in the past, present or future. We aim to stimulate the children's interest and understanding about the life of people who lived in the past. We teach children a sense of chronology, and through this they develop a sense of identity and a cultural understanding based on their historical heritage. Thus they learn to value their own and other people's cultures in modern multicultural Britain and, by considering how people lived in the past, they are better able to make their own life choices today. In our school history makes a significant contribution to citizenship education by teaching about how Britain developed as a democratic society. We teach children to understand how events in the past have influenced our lives today; we also teach them to investigate these past events and, by so doing, to develop the skills of enquiry, analysis, interpretation and problem-solving. History is not a static area, but alive and breathing, continually shifting between opinions. The study of History should encourage the development of this understanding, leading to open-minded views of cause and effect. This approach also stimulates intellectual skills, engaging children's minds on why something changed rather than just what changed.

Children are encouraged to develop:

- A sense of time (chronology) recognising how time is measured and that some things change and some things stay the same.
- An interest in the past.
- An awareness of the world around them.
- An understanding of attitudes, actions, ideas and beliefs.

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.

Teaching and learning

EYFS

In the Foundation Stage children follow the Early Years Foundation Stage Curriculum and they learn about the past in the Understanding the World area of learning. Children are encouraged to find out about their own personal History and that of their families. Historical skills and concepts are developed through topics

such as our locality and the seaside and Transport. Children find out about the past from stories, artefacts, photographs and through role-play and they discovering the meaning of new and old in relation to their own lives. They achieve the Developmental Matters Outcomes for the aspect "People and Communities" at 30-50 months and 40-60 months and work towards achieving the Early Learning Goal for this aspect. Children are assessed and reported as meeting expectations, exceeding or not yet achieving the Early Learning Goal at the end of the Foundation Stage.

In KS1 & KS2 History is taught through planning linked to the new National Curriculum 2014.

Key Stage One

In Key Stage One children learn about changes within living memory and explore toys and technology in the home. They learn about the lives of significant individuals such as Monarchs, Guy Fawkes, Florence Nightingale and Mary Seacole. They also explore events beyond living memory such as the Great Fire of London and learn about local historical events locally such as the plague at Eyam.

Key Stage Two

In Key Stage Two each year group study in detail an aspect of British History until 1066. They explore how life in Britain changed from the Stone Age to the Iron Age, The Roman Empire and its impact on Britain, Britain's settlement by Anglo- Saxons and Scots and the Viking and Anglo-Saxon struggle for the kingdom of England. In contrast aspects of World History are also studied these include a study of Ancient Egypt, Ancient Greece and the early Islamic civilisation in Baghdad c AD900. Local history is also studied and themes in British history that extends pupils' chronological knowledge beyond 1066 such as the changing power of monarchs, crime and punishment, the impact of the first railways and the legacy of Greek and Roman culture.

In all Key Stages cross-curricular opportunities are made wherever possible. Links with Literacy are especially encouraged to improve speaking and listening skills during discussions and reading and writing skills. Links are also made with other subjects whenever possible such as Geography, ICT, R.E, PSHE, citizenship and British values. Pupils are encouraged to record their work using a variety of methods and therefore communicate their findings to others. These may include written or verbal reports, collages, models, pictures and role play activities. Children's written evidence will also be recorded in their individual history book. Examples of children's work will be retained to provide evidence of on-going history, including photographic evidence of displays to ensure progression and continuity throughout the school. All pupils experience history regularly for three of the six terms each year. History home learning is given when appropriate.

Resources

The subject leader is responsible for the History budget and purchases new resources every year. The school's resource base contains artefacts as well as published materials. These resources enrich and stimulate children's historical enquiry. Resources held include artefacts, primary and secondary source documents, photographs, books and computer software. Some resources are kept together in our resource room and others are kept in classrooms. We endeavour to provide quality and up to date resources to help children develop a greater understanding of the past. The use of the internet is also a research tool used throughout school.

Health and Safety

Risk assessments are carried out by staff before educational visits take place. The suitability and use of resources and fieldwork opportunities are considered prior to use. School Visitors have CRB checks in line with the school policy. Internet safety is followed in line with the school policy.

Inclusion

We have a clear view that all of our children matter and every child should be exposed to a full range of activities in line with our school's Equal Opportunities policy, Gifted and Talented policy and SEND policy. All children will receive the same experiences, but care will be taken to ensure that activities are appropriate to each child's level of skill and understanding. Differentiation may be by outcome, resources, questioning and teacher intervention. Challenge for all is integral to our teaching and we aim to encourage all pupils to reach their full potential through the provision of varied opportunities. Work must be differentiated to aid children's learning. Also, more-able children should be given open ended tasks and be given opportunities for further research and more challenging studies. We recognise that our curriculum planning must allow pupils to gain a progressively deeper understanding and competency as they move through our school. Through the delivery of the History curriculum, we will ensure that we: eliminate discrimination, advance equality of opportunity and foster good relations.

Assessment, Recording and Reporting

Children's progress is monitored through observation and by using planning and learning objectives taken from the New National Curriculum Programme of Study 2014. Teacher assessments of attainment and progress are made at the end of each unit or topic using a range of relevant assessments. These are recorded on APP History assessment grids for Foundation and Key Stage 1, Lower Key Stage 2 and Upper Key Stage 2. Learning intentions can be highlighted when they have been achieved and progress will be assessed against the end of Key Stage Requirements. Children will be recorded as emerging, expected or exceeding these requirements and teacher annotations will offer further information about achievement. The assessment grids then inform future planning and sustain continuity between classes and progression of pupils learning.

Pupils are also given feedback verbally and written feedback provided through "bubble and block" comments in line with the School's Marking and Feedback policy. Children are also encouraged to respond to these comments. The school assessment cycle includes work scrutiny for History. Attainment in History is reported on end of year reports.

Monitoring and Evaluating

The Subject Leader will monitor teaching and learning in History as part of the schools development plan and in line with the monitoring policy. Monitoring takes place through the school environment, professional dialogue and lesson observations. Samples of children's work in History and photographs of History displays are also kept. Meetings are also held with the student council to gain their opinions about History resources, visits and visitors etc. An action plan is developed yearly leading to an end of year position statement about teaching and learning in History. The link governor is actively involved, meeting with the subject leader to discuss action plan progress and the position statement.

Approved by Governors: April 2015

Review: