

# History Policy 2018

## DEFINITION

“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.”

National Curriculum 2014

## AIMS

The 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

## TEACHING OBJECTIVES

National Curriculum subject content:

## Key Stage 1 National Curriculum Expectations

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 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 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
- events beyond living memory that are significant nationally or globally [for example, the Great Fire of London]
- 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 Florence Nightingale and/or Mary Seacole]
- significant historical events, people and places in their own locality. History – key stages 1 and 2

## Key Stage 2 National Curriculum Expectations

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 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. They 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 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.

History within the creative framework should not be seen as a stand alone subject. It needs to be embedded within a theme which will make it more meaningful to the children. There are broad objectives to show the ways in which History can achieve its aims.

## CREATIVE CURRICULUM TOPIC MAP

	Autumn Term	Spring Term	Summer Term
Year 1			Events in living memory - Homes
Year 2	Significant People - Florence Nightingale	Significant Events - Great Fire of London	
Year 3	Ancient Egyptians		Ancient Greeks
Year 4	Roman Britain	Anglo-Saxons and Scots	
Year 5	Tudors and Mayans	Vikings and Anglo-Saxons	20th Century Developments - Space
Year 6	Local History - World War 2		Stone age and iron age Britain

## PLANNING

There is a programme of study for History in place from Year 1 through to Year 6 that is taught through our Creative Curriculum Planning and mapped using the Creative learning Journey planning wheels. This programme is into the cross curricular creative planning across the school. Skills in the Early Years/Foundation Stage are planned through the objectives set out in the Early Learning Goals. Children are helped to understand the concept of time and how things change over time.

Teachers from Foundation Stage to Year 6 will plan to ensure full coverage of the skills relating to the History curriculum for that year group throughout the year. The Creative Planning Wheel is to be used for planning of units which are skills based. Teachers will plan before the start of each new theme, and at this point highlight the skills that will be covered. Teachers will then meet on a weekly basis to plan lessons connected to each particular unit. Although the individual lessons might, by the very nature of creativity, be slightly different from class to class within in a year group, the most important aspect to consider is the skills that need to be covered.

## RECORD KEEPING, ASSESSMENT AND REPORTING

As in all other areas of the curriculum, assessment is an integral part of the teaching process. Class teachers should keep records of work carried out by pupils and levels of achievement of the work. Photographs are a useful tool to keep as a reminder of pupils' achievements.

Progress against key objectives is tracked using the INTEGRIS G2 Assessment Module.

Formative assessment is used to guide the progress of individual pupils in History. It involves identifying each child's progress in each aspect of the curriculum, determining what each child has learned and what should therefore be the next step in their learning. Formative assessment is mostly carried out informally by the teachers in the course of their teaching and should be based on the identified assessment opportunities.

Children's progress in History is reported to parents through the pupil annual report and termly consultation meetings.

## MONITORING

Teaching and Learning for history is monitored using the History Passport to Success.

## INCLUSION

### **Woodcroft Primary School: Mission Statement**

*'Together Towards Success'*

Together we aim for all the pupils, parents/carers and staff, to increase their participation within our school. This is achieved through the development of inclusive cultures, policies and practices. We take account of disability, race and gender to create a secure and accepting community where everyone feels valued.

Towards an outstanding school that provides an enriching and creative learning experience for all pupils. We respond to the diversity of need through our commitment to equality; overcoming potential barriers to learning and setting suitable personalised targets.

Success is expected for every pupil. They should reach their full potential, recognising personal strengths and celebrating the achievements of themselves and others; both within the school and its wider community.

## EQUAL OPPORTUNITIES

Care should be taken to give each child the opportunity to learn about contributions to history across race, religion, language, gender and disability.

## HEALTH AND SAFETY

Children should be working in a safe environment, both in and out of the classroom. When conducting fieldwork, children should be properly supervised and should be made aware of any potential danger such as busy roads or water hazards.

## PARENTAL INVOLVEMENT

As with all other areas of children's learning, we need the support of parents and carers to help us to maximise the development of each child's potential. This would include helping the child with any research or homework which may be set. Asking parents to send in artefacts and inviting people to come in to talk about their past.

Updated Sept 2018 by Mr P Huckerby (History Subject Coordinator)

Date for Review: November 2019