

Wheatlands Primary School

History Policy 2018

The aim of History teaching at Wheatlands Primary School is to stimulate the pupils' interest and understanding about the life of people who lived in the past and of significant historical events that have influenced our lives today. We help our pupils gain knowledge and understanding of Britain's past and that of the wider world. Through studying evidence about the past our children develop a sense of sequence, time and chronology. Thus developing a sense of identity and a cultural understanding based on their historical heritage. We teach our children to investigate past events in many different ways. They are encouraged to develop the skills of enquiry by finding evidence which they can analyse and interpret. We encourage them to ask questions, think critically and reach their own conclusions. We ensure that all pupils by the end of each Key Stage know, apply and understand the content, skills and processes specified in the relevant programmes of study, as outlined in the History National Curriculum for England.

'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 for England History 2014

Aims and Objectives

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

Entitlement

All pupils are entitled to access the History Curriculum regardless of race, creed, ability or gender. They must have regular access to history appropriate to their age, ability and stage of development. We strive to meet the needs of pupils with special educational needs, those with disabilities, and who show a particular gift and talent.

Aims of the Policy

To ensure the fulfilment of statutory requirements through:

- Providing a broad, balanced, relevant and differentiated history curriculum.
- Developing pupils' enjoyment, interest in and knowledge of history.
- Building on pupils' curiosity and sense of awe in our past and the world we live in.
- Helping each child to gain a level of historical understanding according to individual needs, age and ability.
- To give children a sense of their own identity within our social, political, cultural & economic background and relationships.
- Promoting good relationships with the local and wider community, and to promote the active co-operation of teacher, non-teaching staff, governors, parents, advisors and inspectors in achieving the aims of the school.

- Developing knowledge and understanding of ideas, processes and skills and relate these to everyday experiences.
- Learning about ways of thinking and of finding out about and communicating ideas.
- Exploring values and attitudes through historical experiences.
- Introducing a way of teaching history in a cross-curricular approach and through core subjects.

Teaching and Learning Style

Through our history teaching we provide learning opportunities that enable all pupils to make good progress. History teaching focuses on enabling our pupils to think as historians. We encourage them to engage in history at a personal level by drawing on their existing knowledge, skills and understanding in each particular topic. We try to provide our pupils with opportunities to learn about history in many different ways and where possible, provide opportunities for them to experience life in the past through sensory and first-hand experiences. We provide opportunities for children to learn about the past through artefacts, visiting museums, places of interest and historical sites, drama, role-play and through the use of visitors. Pupils also have access to secondary sources such as non-fiction books, stories about the past, photographs, internet resources and videos.

History Curriculum Planning

At Wheatlands Primary School we often teach History alongside other subjects in a cross-curricular approach. In the Foundation Stage, elements of History are ongoing and fall under the heading 'Understanding the World.' In KS1 and KS2 our curriculum is planned over a two-year cycle to engage and excite all our learners. Our long-term and medium-term plans map out the skills and themes covered each term for each Key Stage. These plans ensure progression and coverage of the History National Curriculum programmes of study. We teach our children to use appropriate historical language and vocabulary. Teachers' planning also shows due regard to our health and safety policy. The teaching of history across the school promotes pupils' spiritual, moral, social and cultural development. If appropriate, history planning is also used to promote parental involvement within the school. We believe parents, grandparents, relatives and representatives of the local community are a valuable resource and should be used to find out about their personal experiences of the past.

Early Years Foundation Stage (Understanding the World)

In the Foundation Stage, History is taught under the heading 'Understanding the World.' This covers the subjects Geography, Science, DT, History, RE and ICT. This is a major area of learning and enquiry, focusing on Children's developing knowledge and understanding of their environment, the world around them, other people and features of the natural and man-made world. It provides a foundation of historical, geographical, scientific and technological learning. History mainly falls under the sub-category, 'People and Communities.' Children in the Early Years of development are encouraged to talk about their own past experiences and those of people who are familiar to them. They are encouraged to recall and talk about significant events in their own lives, recognising and describing special times or events for family and friends. By the end of the Foundation Stage our children work towards achieving the Early Learning Goal in 'People & Communities.' Children reaching this benchmark are expected to talk about past and present events in their own lives and in the lives of family members in more depth. They can also describe some similarities and differences between themselves and others, families, communities and traditions. We teach history as an integral part of the topic work through child-initiated and adult-led activities.

Key Stage 1

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.

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

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.

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 and Monitoring

Teachers assess history in line with the assessment and marking policies of the school. We use assessment as an integral part of our teaching process and use it to inform future planning and to facilitate differentiation. Teachers make an annual assessment of progress for each child, as part of the child's annual report to

parents. Assessment is on-going to check the pupils' understanding of the topic and ensure progress is being made. Work is marked in line with the school's Marking Policy and children are given feedback, as and when required. We use our assessment to aid future planning, motivate our pupils and when reporting to parents, pupils and colleagues.

Monitoring takes place regularly to ensure coverage, progression and continuity throughout the school. This is done through sampling children's work, teacher planning and talking to staff and pupils. We also hold topic book scrutiny sessions with management and curriculum leaders. This is then fed back to the rest of the school. Pupils' historical work is regularly displayed throughout the school and lesson observations are used to provide support to other members of staff and as part of professional development.

In the Foundation Stage assessments are made under the main heading of 'Understanding the World.' Assessments are mainly made through observation and questioning. This information is fed into the 'Target Tracker' software and is used to facilitate planning, assessment and reporting.

Co-ordinators Responsibilities

- Monitoring the teaching and learning of History through scrutinising children's work, taking to children, observing lessons, monitoring planning and giving feedback.
- Managing the History budget.
- Evaluating resources.
- Ensuring shared resources are in order, are accessible and relevant to topics.
- Reviewing policy statements and schemes of work.
- Auditing staff needs.
- Attend appropriate CPD and being informed about current developments in History and disseminating these to staff.
- Review and evaluate the action plan, budget and planning annually.
- Review the History policy at least every two years

Policy Status and Review

Written by: Claire O'Malley (History Subject Leader)

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