

Heather Primary School History Policy



This policy was updated and reviewed by Carole Mattley & Kat Goode in October 2016, in line with the National primary Curriculum. It will be reviewed annually in relation to existing school policies, national and LEA guidelines and curriculum orders.

Definition of History

History is about events that have taken place in the past, whether it is 100 years ago or last week. It is also about people: people from this country and from other countries around the world. It is about people's actions, the reasons for them and the evidence that remains of them. It is about changes that have occurred and the causes and consequences of these changes. History is about the relationship between the past and the present. Skills developed through historical enquiry have a wide application to everyday life and historical awareness promotes responsible citizenship.

Aims

History at Heather Primary school aims to provide pupils with a thorough understanding of the past of both Britain and the wider world. We aim to ensure that children are able to think critically when examining evidence and can develop their own opinions, which they can then back up with their historical knowledge.

In FOUNDATION STAGE:

- *To develop a sense of time through events in stories and in children's own lives and their family relationships using appropriate vocabulary.
- *To develop an awareness of time and change. Learning about seasons and life cycles through photographs and artefacts.

In KEY STAGE 1:

- *To develop an awareness of history and a sense of chronology through the study of the lives of people and events in the more distant past.
- * To know where the people and events they study fit within a chronological framework.
- * To understand the methods of historical enquiry through using a variety of sources to compare lives, past and present, and question events in the past.

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

In KEY STAGE 2:

- * To extend the depth of historical enquiry and broaden the range of study.
- * To be able to make connections and note contrasts and trends over time.
- * To interpret and communicate historical knowledge in a variety of ways, through art and drama as well as the written word.
- *To increase awareness of events, people and societies from the past, in order to gain a better understanding of the present.
- *To ensure there is progression from key stage one through teaching and combination of in-depth and overview studies about British, local and world histories.

Pupils should be taught:

- 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 civilisations – an overview of where and when the first civilisations appeared and an in-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 Civilisation, including a study of Baghdad c AD900; Mayan Civilisation c AD900; Benin (West Africa) c AD900-1300

Skills

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

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

History in the Curriculum

A curriculum map has been devised in order to provide a framework for the History taught within our school. The National Curriculum (2014) provides further guidance by outlining the subject content that should be taught within each Key Stage. The History taught in EYFS is governed by the Early Years Foundation Stage document. The whole school plan aims to ensure that learning is progressive and that historical skills are central to learning. It is important that links are made between aspects of History being studied, so that the pupil's knowledge is not episodic and they have a good chronological understanding. This will also ensure children can compare and contrast events and note trends over time.

Teaching and Learning

A variety of enriching teaching approaches are encouraged:

- *Teacher presentations, role-play and story-telling.
- *Question and answer sessions, discussions and debates.
- *Individual and group research and presentations.
- *Investigating artefacts, maps, photographs, paintings and other documents as sources of evidence.
- *Critical analysis and evaluation of sources of evidence.
- *Computing- interactive white board and internet resources, CD ROMs, TV and other visual and audio resources.
- *Topic and Artefact Boxes for some areas of the History curriculum are located in the cupboards in the Pioneers' Classroom.
- *Fieldwork, visitors and visits to museums and sites of historic interest.
- *Special Events: History Days

Emphasis is placed on the development of enquiry skills and empathy, as well as on factual knowledge. A creative approach to the History curriculum by both teachers and children is encouraged. Links are recommended between History, Literacy, Citizenship, Science, Technology and other curriculum areas wherever possible. This makes it more likely that a rich humanities curriculum can be delivered, as well as providing a more creative, enjoyable approach to teaching and learning.

Equal Opportunities & SEN

All children regardless of their race, sex, religion, religious belief or ability will be given equal opportunities to develop their knowledge, skills and understanding of History. British History, where possible, is set within the context of Europe and the World. When selecting source material a range of perspectives and viewpoints are represented, including those of men and women of different racial, national or religious groups. Care is taken that societies are not just represented from the British perspective but also from their own. The importance of the pupil's own cultural background is recognised as a resource which may give an alternative view of events from the past as well as the present.

Health and safety

Fieldwork and site visits are an important part of Historical work and school health and safety guidelines will be adhered to at all times.

Assessment & Monitoring

Assessments are recorded in line with school policy.

Monitoring of History teaching is carried out through lesson observations and book looks. These will both focus on coverage of the curriculum and the use of historical enquiry skills. This will enable the History team to gain an insight into History teaching across the school and will help us identify areas of strength, which can then be shared.

Roles and responsibilities

It is the role of the History co-ordinators, under the guidance of the Head teacher:

- *To organise History within the curriculum and to ensure progression and development.
- *To assist with and monitor planning and quality of delivery of the National Curriculum.
- *To keep abreast of developments within History and carry out INSET when required.
- *To monitor and update resources within a given budget.

Review

This policy will be reviewed annually.

Governors reviewed: October 2016

Approved: December 2016

New review date: December 2017