

Mere Brow C OF E PRIMARY SCHOOL

A Policy for History



Intent

At Mere Brow CE Primary School, we aim to stimulate our children's curiosity and interest about the lives of people who lived in the past and how things have changed over the years. We seek to develop their understanding by provoking questions and helping to provide answers about Britain's past and that of the wider world. 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 think critically, weigh evidence, sift arguments, and develop perspective and judgement.

Implementation

History teaching focuses on enabling children to think as historians. We place an emphasis on examining historical artefacts and primary sources. In each key stage we give children the opportunity to visit sites of historical significance. We encourage visitors to come into the school and talk about their experiences of events in the past. We recognise and value the importance of stories in history teaching and we regard this as an important way of stimulating interest in the past. We focus on helping children understand that historical events can be interpreted in different ways and that they should always ask searching questions, such as 'how do we know?', about information they are given.

We recognise the fact that in all classes there are children of widely-different abilities in history, we seek to provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this by:

- Setting common tasks which are open-ended and can have a variety of responses.
- Setting tasks of increasing difficulty. Not all children complete all tasks.
- Grouping children by ability in the room and setting different tasks for each ability group.
- Providing resources of different complexity depending on the ability of the child.
- Using classroom assistants to support children individually or in groups.

Impact

Children's topic books as well as links in their English work evidence the acquisition of identified historical knowledge and skills appropriate to each key stage. As our children progress through the school, their knowledge and skills will be developed and extended so that they not only meet the requirements of the National Curriculum but are also prepared for secondary school and beyond. Children will be familiar with and confident users of key vocabulary for each topic covered throughout the school, through being given regular opportunities to revise, contextualise and explore these words. In each class, Creative Homework is set at the start of a new topic. This not only allows children to demonstrate what they have learnt in school in a variety of ways, but also encourages them to extend their learning independently. The type of Homework tasks set also encourage valuable links with home which can be a rich environment for historical enquiry. Children will become inquisitive historians who have a range of skills at their disposal to help them seek out answers and information about the past.

Subject Content

Our school curriculum for history aims to:

- foster in children an interest in the past and to develop an understanding that enables them to enjoy all that history has to offer.
- enable children to know about significant events in British history and to appreciate how things have changed over time. Understanding as a coherent, chronological narrative, from the earliest times to the present day.
- develop a sense of chronology and compare past and present.

- know and understand how the British system of democratic government has developed and, in so doing, to contribute to a child's citizenship education.
- understand how Britain has influenced and been influenced by the wider world.
- know and understand significant aspects of the history of the wider world.
- help children understand society and their place within it, so that they develop a sense of their cultural heritage and own social identity.
- develop in children the skills of historical enquiry, investigation, using evidence, analysis, evaluation and presentation.
- understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance.
- gain historical perspective by placing their growing knowledge into different contexts.
- understand 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.

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. 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, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell]

- 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.

History Curriculum Planning

We use the National Curriculum for history as the basis for our curriculum planning. We ensure that there are opportunities for children of all abilities to develop their skills and knowledge in each topic and we build planned progression into the scheme of work so that the children are increasingly challenged as they move up through the school.

We carry out curriculum planning in history in three phases (long-term, medium-term and short-term). The long-term plan maps the history topics studied in each term during each key stage; the history subject leader works this out in conjunction with teaching colleagues in each year group and the children study history topics in conjunction with other subjects, especially at Key Stage 1. Some topics have a particular historical focus and in Key Stage 2 we place an increasing emphasis on

independent historical study. We teach the knowledge, skills and understanding set out in the National Curriculum.

As the basis for our medium-term plans, we use a curriculum map to establish links to our creative curriculum and the national curriculum. The history co-ordinator keeps and reviews these plans on a regular basis. Because we have mixed-age classes, we carry out the medium-term planning on a two-year rotation cycle at KS1 and a 4 year rotation cycle at KS2. By so doing, we ensure that children have complete coverage of the National Curriculum, but do not have to repeat topics.

Early Years Foundation Stage (EYFS)

We teach history in the reception year as an integral part of the topic work covered during the year. As the reception group is part of the Foundation Stage of the National Curriculum, we relate the history side of the children's work to the objectives set out in the area of learning and development; Understanding the World. This underpins the curriculum planning for children aged three to five. History makes a significant contribution to these through activities such as dressing up in historical costumes, role play, reading stories about famous people in history or discovering the meaning of new and old in relation to their own lives.

The contribution of history to teaching in other curriculum areas

English

History contributes significantly to the teaching of English in our school by actively promoting the skills of reading, writing, speaking and listening. Some of the texts that we use in the Literacy Hour are historical in nature. Children develop oracy through discussing historical questions or presenting their findings to the rest of the class. They develop their writing ability by composing reports and letters and through using writing frames.

Maths

History teaching contributes to the teaching of mathematics in a variety of ways. Children learn to use numbers when developing a sense of chronology through doing activities such as time-lines. Children learn to interpret information presented in graphical or diagrammatic form, for example they study the impact of the plague by analysing population statistics.

Computing/Remote Learning

We use computing in history teaching where appropriate and we meet the statutory requirement for children to use computing as part of their work in history at Key Stage 2. Children use computing in history to enhance their skills in data handling and in presenting written work, and they research information using the Internet. Children have the opportunity to use ipads/laptops and digital cameras/ipads to record and/or use photographic images. Across the school, teachers can use Seesaw to provide remote learning opportunities to which all children

have access if they cannot attend school for whatever reason. Seesaw also provides an opportunity to share learning in school with parents at home.

Personal, social and health education (PSHE) and citizenship

History contributes significantly to the teaching of personal, social, citizenship and health education. Children develop self-confidence by having opportunities to explain their views on a number of social questions such as how society should respond to poverty and homelessness. They discover how to be active citizens in a democratic society by learning how laws are made and changed, and they learn how to recognise and challenge stereotypes and to appreciate that racism is a harmful aspect of society. They learn how society is made up of people from different cultures and start to develop tolerance and respect for others.

Spiritual, moral, social and cultural development

When teaching history, we contribute to the children's spiritual development where possible. We also provide children with the opportunity to discuss moral questions, or what is right and wrong, when studying topics. Children learn about the role of the church in historical times and they find out how British society has changed over time. The history programme of study enables children to understand that Britain's rich cultural heritage can be further enriched by the multi-cultural British society of today.

Teaching history to children with special needs

At Mere Brow CE Primary School we teach history to all children, whatever their ability. History forms part of the school's curriculum policy to provide a broad and balanced education to all children. We provide learning opportunities matched to the needs of children with learning difficulties and we take into account the targets set for individual children in their Individual Education Plans (IEPs).

Inclusion

Effective learning opportunities for all pupils are achieved by:

- Setting suitable learning challenges.
- Responding to pupils diverse learning needs.
- Overcoming potential barriers to learning and assessment for individuals and groups of pupils.

Resources

There are sufficient resources for all KS2 history teaching units in the school. We keep these resources in a central store where there is a box of equipment for each unit of work. The library contains a good supply of topic books and software to support children's individual research.

Assessment and recording

We assess children's work in history by making informal judgements as we observe them during each history lesson. On completion of a piece of work, the teacher marks the work and comments as necessary. We use Knowledge Organisers for each topic which contain the key information for the topic and also the key vocabulary. Key vocabulary is revisited, revised and extended as children progress through the school. At the end of a topic, the teacher makes a summary judgement about the work of each pupil in relation to the National Curriculum level of attainment, and records the children's grades in the assessment file. We use these grades as a basis for assessing the progress of the child and these are recorded in each child's personal folder. The history co-ordinator is collecting samples of children's work in a portfolio. These demonstrate what the expected level of achievement is in history for each age group in the school.

Monitoring and review

Monitoring of the standards of children's work and of the quality of teaching in history is the responsibility of the history co-ordinator. The work of the history co-ordinator also involves supporting colleagues in the teaching of history, being informed about current developments in the subject, and providing a strategic lead and direction for the subject in the school. The history co-ordinator evaluates the strengths and weaknesses in the subject and indicates areas for further improvement.

Signed: Sarah McCreavy

History Co-ordinator

Autumn 2020

It was approved by the Governing body _____

This policy will be reviewed in the Autumn of 2022.