

GREAT CHART PRIMARY SCHOOL

HISTORY POLICY

September 2019



Great Chart Primary School
History Policy
Updated July 2019

Our vision is to create a school community where children participate, succeed and are proud of their achievements. We strive to actively promote British values and prepare our children to become role models, thus preparing them for life in modern Britain. It is our belief that children come to Great Chart Primary School to be happy, successful and to be the best they can be. Our core values are: Respect, Aspiration, Responsibility, Resilience, Independence and Kindness.

The Importance of history

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.

(from National Curriculum in England: History Programmes of Study, DfE, 2013)

Aims and Objectives

This policy outlines the teaching, organisation and management of history taught and learnt at Great Chart Primary School.

Aims

The aims of history teaching at Great Chart Primary School are to:

- Fire pupils' curiosity about the past in Britain and the wider world.
- Encourage thinking about how the past influences the present, especially developing an understanding of the influence of Britain and also its influence on the wider world - including short- and long-term implications.
- Appreciate achievements as well as 'mistakes' of mankind in the past.
- Help students develop a chronological framework for their knowledge of significant events and people.
- Foster a sense of identity and an increased understanding of pupils' own position in their own community and the world.

Great Chart Primary School
History Policy
Updated July 2019

- Develop a range of historical enquiry skills and abilities - particularly those related to finding out about the past, explaining what happened and what people then and now think about what happened.
- Aid children in grasping an understanding of abstract historical terms and concepts.
- Allow children to expand their own historical perspective by applying their understanding to new contexts.

Through history we can also:

- Improve pupils' skills in English, mathematics and Computing.
- Develop pupils' thinking skills
- Promote pupils' awareness and understanding of gender, cultural, spiritual and moral issues.
- Develop pupils as active citizens.

In learning history pupils will:

- Use a range of sources such as people, the local environment, sites, photographs, portraits, artefacts, written materials, ICT based materials, data, TV / video extracts.
- Investigate significant issues about the past.
- Work in a variety of contexts - individually, in groups and as a whole class.
- Present their knowledge and understanding in a variety of ways such as through drama, art, models, various writing styles/genre, collage, timelines, sketches, maps.
- As they grow in confidence, begin to pose and investigate their own questions about the past.

When teaching history we:

- Develop progression in the key elements of the subject;
- Ensure that appropriate opportunities are taken to develop the major cross-curricular skills including English, mathematics and computing skills;
- Make sure the study of each historical period is in sufficient depth to obtain genuine insights into life in the past;
- Encourage the effective use of a range of historical sources including artefacts, documents, books, pictures, photographs, statistical data, audio-visual materials, I.C.T. software and websites to find out about the past;
- Consistently use a variety of interesting, engaging and challenging approaches to learning, including opportunities to engage in observation and recording, written and

Great Chart Primary School
History Policy
Updated July 2019

oral questioning, class and group discussion, different styles of writing and communication together with drama and role play;

- Promote constructive and regular use of visits to historical sites and museums;
- Foster an awareness that there are different interpretations of the past and that historical evidence may be partial or incomplete;
- Emphasise and encourage pupils to investigate the past by asking a range of historical questions, by responding in a variety of forms and by making judgements about historical issues;
- Enable pupils to start to develop the conceptual framework which helps them to make sense of history including an understanding of chronology, change, causation, links and connections.

British Values

Children learn about British values through lessons on people and places, rights, responsibilities, decision and consequences, duties and freedoms, government laws, justice, democracy and totalitarianism as well as studying moral and ethical issue. Pupils explore diverse beliefs, cultures and identities and the values we share as UK and global citizens.

These values are also encouraged and rewarded in our day-to-day teaching, showing that tolerance, mutual respect, teamwork and resilience are valued as we aim to build pupils' self-esteem. This includes, for example, respecting each other and following the rules as well as adhering to the spirit of fair play when taking part in quizzes and other competitions in lessons.

Objectives

The objectives of history teaching in the school are based on the requirements of the National Curriculum Programmes of Study for Key Stages 1 and 2. The history curriculum of the school will therefore help pupils to experience a range of historical events and periods of time.

Key stage 1

Within Key Stage 1, pupils are expected to:

- Develop an awareness of the past, using appropriate vocabulary relating to chronological timelines and historical terms.
- Chronologically order important people and events they study.
- Identify similarities and differences between ways of life in different periods.

Great Chart Primary School
History Policy
Updated July 2019

- Ask and answer questions.
- Select and use aspects of stories and sources to secure and show their knowledge and understanding of key events they have learned about.
- Understand some of the ways in which we find out about the past and identify different ways in which it is represented.

Pupils will learn 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

Throughout Key Stage 2 children at Great Chart Primary School will continue to develop their understanding and knowledge of a wide range of British, local and world history, as well as a secure awareness of chronological order of events.

Pupils are expected to:

- Identify connections, similarities, differences and developments over a period of time.
- Use the appropriate historical terms.
- Recognise and investigate historically valid questions, as well as develop reasonable responses to such questions through enquiry.
- Understand that a range of sources are used to aid construction of our knowledge of history.

Great Chart Primary School
History Policy
Updated July 2019

To enable children to progress their historical knowledge through Key Stage 2, teachers will develop through a range of historical periods and the complexity of tasks and studies will develop.

Pupils will learn 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
- conducting a local history study
- an aspect or theme in British history that extends their 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

Meeting the needs of individuals and different groups of pupils

A wide variety of strategies can be used to ensure that teaching meets the needs of different groups of pupils, including students with special educational needs, the gifted and talented and pupils from different ethnic or gender groups.

These include;

a) Differentiating lessons

- using differentiated resources;
- providing differentiated tasks, including stepped tasks;
- differentiating through the way groups are constructed and fostering peer group support;

Great Chart Primary School
History Policy
Updated July 2019

- differentiating through varying the level of teacher and support teacher intervention;
 - Differentiating by outcome.
- b) Developing core skills:
- using clear strategies to help students to acquire core communication, numeracy and ICT skills;
 - Using appropriate levels of spoken and written language.
- c) Effective lesson planning and management:
- setting clear objectives that are understood by each pupil;
 - presenting work in small and achievable steps;
 - planning varied activities that motivate pupils and providing alternative activities where needed;
 - creating an atmosphere of encouragement and providing opportunities for pupils to achieve success;
 - identifying the most suitable pace for each student in order to provide sufficient individual challenge whilst fostering enthusiasm and facilitating concentration;
 - involving pupils in taking responsibility for their own learning and encouraging them to develop effective study skills;
 - Providing extension work for more able students.
- d) The appropriate deployment of resources:
- analysing the suitability of resources and developing additional resources where necessary;
 - ensuring that support teachers are effectively deployed;
 - Considering how specialist equipment, including I.C.T., can be of help to pupils.
- e) Careful assessment and monitoring:
- using pupils' records to inform planning;
 - carefully monitoring pupils' progress to ensure that small advances can be built upon;
 - Providing regular feedback to pupils on progress and actively involving pupils in assessment of their work.

To teach history we have a range of resources:

- See Audit of Resources.

Great Chart Primary School
History Policy
Updated July 2019

Assessment of history at Great Chart Primary School.

To assess pupils' progress in history we:

- Gather evidence of what individual pupils know, understand and can do in history by observing them at work, listening to and discussing with them, and evaluating any work they produce.
- Make periodic and end of key stage judgements.
- Report annually to parents on how well the pupil has achieved, what s/he does well and what is needed to bring further improvements.

The management, co-ordination and planning of the subject, including approaches to staff development, monitoring, evaluation and review

a) The role of the subject co-ordinator

The history co-ordinator will be responsible for:

- producing an agreed history policy and key stage plans which are compatible with the school's overall curricular aims and which meet the statutory requirements;
- providing advice to teachers on appropriate resources, teaching strategies and approaches to assessment;
- developing an overview of the history curriculum in the school to ensure that pupils experience a sufficient variety of key entitlement experiences and that the subject policy is put into practice;
- co-ordinating the purchase, organisation and storage of appropriate history resources;
- collecting a portfolio of pupils' work in the subject to ensure consistency of standards and monitoring approaches to assessment to ensure that there are a sufficient variety of tasks;
- assisting with the regular evaluation and monitoring of the quality of provision in the subject, participating in the identification of agreed development tasks each year and reviewing the history policy and key stage plans as appropriate;
- Keeping abreast of recent developments in the subject, attending relevant in-service courses and participating in the planning and delivery of school based INSET and discussions.

Great Chart Primary School
History Policy
Updated July 2019

b) The role of class teachers

Class teachers will be responsible for:

- participating in the collaborative development of history schemes of work and lesson plans which meet the criteria agreed by the school and which ensure that pupils encounter a range of key entitlement experiences;
- developing an appropriate number of learning tasks which can be used for assessment purposes and recording the outcomes of these using the system agreed by the school;
- reporting to parents on pupils' progress in history;
- Participating in the collaborative review of the effectiveness of schemes of work and lesson plans.