

# Flakefleet Primary School



## History Policy

### Policy Aims

At Flakefleet Primary School we believe history should be concerned with stimulating children's interest and understanding about the life of people who lived in the past. 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. 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 develop the skills of enquiry, analysis, interpretation and problem solving.

### Objectives

Our intention is to provide quality teaching and learning of History. We aim to ensure that all pupils:

- Know and understand the history of this nation 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.

### Skills

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

Empathy  
Interpretation of secondary and primary sources  
Historical enquiry  
Communicating history dramatically, verbally and narratively  
Research

### **Teaching and Learning**

History teaching focuses on enabling children to think as historians. We place an emphasis on examining primary source material. Within each Key Stage children are given the opportunity to visit sites of historical significance and visitors are encouraged 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 and 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 that are open-ended and can have a variety of responses.

Setting tasks of increasing difficulty. Not all children complete all tasks.

Providing resources of different complexity depending on the ability of the child.

Using classroom assistants to support children individually or in groups.

Using primary resources when available including visits to sites of historic interest and artifacts.

### **Curriculum Planning**

History is planned within the school’s creative curriculum.

### **Use of ICT**

We utilise a range of ICT strategies to enhance our History teaching. Data handling skills are developed, as well as the ability to research appropriate information using the internet and other sources. Children have the opportunity to use a range of media as an integral aspect of their learning (see Computing policy) when it matches the Learning Objective of a particular lesson.

### **Foundation Stage**

We teach History in Foundation Stage as an integral part of the topic work covered during the year. We relate the History element of the children’s work to the objectives set out in the Early Year’s Foundation Stage curriculum (EYFS). History makes a significant contribution to the EYFS objectives in the area of Understanding the World

through activities such as dressing up in historical costumes, looking at pictures of famous people in history or discovering the meaning of new and old in relation to their own lives. This is a major area of learning and enquiry focusing on children's developing knowledge and understanding of their environment, other people and features of the natural and made world.

### **Key Stage 1**

Key Stage 1 focuses on developing pupil's awareness of the past, using common words and phrases relating to the passing of time. Pupils should know where the people and events they study fit within a chronological framework and will make comparisons between ways of life in different time periods, using a wide vocabulary of historical terms. Pupils should ask and answer questions, choosing and using parts of stories and other sources. 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 that pupils make progress teachers are often introducing pupils to historical periods that they will study more fully at Key Stage 2.

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**

Key Stage 2 should continue to allow pupils 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 vocabulary, by addressing and devising historically valid questions about change, cause, effect and making comparisons. Pupils should understand that knowledge of the past is constructed from a range of sources and use these to create responses that involve well-organised, informed and thoughtful information. In planning to ensure the progression, teachers should combine overview and in depth studies that develop pupils understanding of both the long arc of development and the complexity of specific aspects of the content.

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 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 civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300.

### **The Contribution of History to Other Curriculum Areas**

History contributes significantly to the teaching of a range of subjects; such as English and the development of pupil's speaking and listening skills through discussing historical questions or presenting their findings to the rest of the class, and writing by composing reports. Maths; pupils learn to use numbers when developing an awareness of chronology through looking at and creating time-lines. Computing; through the use of the internet to undertake research as well as to present their findings using different software. The history programme of study also enables pupils to understand that Britain's rich cultural heritage can be further enriched by the multi-cultural British society of today. At our Academy, we aim to embrace this through the teaching of history.

### **SEND**

We enable pupils to have access to the full range of activities involved in learning History. If progress falls significantly outside the expected range the child may have special educational needs. Our assessment process examines a range of factors – classroom organisation, teaching materials, teaching style and differentiation – so that we can take some additional or different action to enable the child to learn more effectively. This ensures that our teaching is matched to the child's needs.

### **Assessment**

We assess children's work in History by making informal judgments as we observe them during each History lesson. On completion of a piece of work the teacher marks the work and comments as necessary focusing on the historical skill identified as the specific Learning Objective for that lesson. At the end of a unit of work the teacher makes an informal summary judgment about the work of each pupil - whether they have yet to obtain, have met or have exceeded the unit objectives. We use this as a basis for assessing the progress of the child at the end of the year. During the unit of work pupils are encouraged to self-assess their learning.

### **Resources**

There are resources for all National Curriculum units in a centrally located store. The library contains a supply of topic books, which can be enhanced with Library loans.

There are a myriad of web-based resources. A list of useful sites for each topic covered is being developed by staff as they plan each topic. Resources for topics are stored electronically on the school network. Year group staff regularly inform Subject Leadership group of resource requirements. Subject Leadership group facilitates requests within school budgetary restrictions.

### **Topic Overview by Year Group**

#### **Reception**

Our families  
Bonfire night  
Remembrance day  
Christmas  
Easter

#### **Year 1**

Our families  
Neil Armstrong  
Great Fire of London  
Pieter Bruegel  
Louis Braille  
Toys  
Seasides

#### **Year 2**

Lowry and Brunel  
Edmund Hilary  
Nelson Mandela  
Famous explorers

#### **Year 3**

Stone age  
Ancient Egyptians

#### **Year 4**

Romans  
Saxons and Vikings

#### **Year 5**

Shang Dynasty  
Victorians\ Local History

#### **Year 6**

Mayons  
Ancient Greeks

### **Subject Development, Monitoring and Review**

Subject leadership groups currently gain an overview of standards annually, by monitoring pupils' work across the age ranges.

### **Staff Development**

A number of external courses are available to staff. The subject leadership group will determine the developmental needs of the school in History and will subsequently organise training sessions.

### ***Related documentation:***

*Learning and Teaching Policy*  
*Assessment Policy*  
*Special Educational Needs Policy*  
*Planning Documentation*