

St Anne's CE (Aided) Primary School



# **History Policy**

## **Our School Vision**

St Anne's CE (Aided) Primary School is a happy vibrant school where diversity and individuality are celebrated. We are passionate in our pursuit of excellence in all aspects of school life. We nurture and inspire children to develop confidence and resilience in an environment where efforts are valued and all children flourish.

## **Rationale**

This policy reflects our school's commitment to an inclusive, creative and exciting curriculum, based on our Quality First Teaching Commitment. We believe that History makes a valuable and distinctive contribution to children's education. Learning about the past and the methods used to study sources and draw conclusions helps pupils understand and contribute to the world in which they live.

## **Purpose of Study (*National Curriculum 2014*)**

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.

## **Aims**

The national curriculum for history aims 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.

## **Knowledge and Understanding**

The children's understanding and knowledge of historical facts will be broadened through the teaching of the following key elements:

- Chronological Understanding
- Historical Enquiry

## **Subject Content**

### **EY**

#### ***Understanding the world***

**People and communities:** children talk about past and present events in their own lives and in the lives of family members. They know about similarities and differences between themselves and others, and among families, communities and traditions.

### **Key Stage 1**

Children will 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.

### **Key stage 2**

Children will 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.

In planning to ensure the progression described above through teaching the British, local and world history outlined below, teachers should combine overview and depth studies to help pupils understand both the long arc of development and the complexity of specific aspects of the content.

## **History Curriculum Implementation**

At St Anne's a topic-based approach to curriculum planning is employed within the school. The teaching of History is organised through half-termly topics.

We start with the History: Progression in Knowledge, Skills and Understanding- Appendix 1

Coverage is balanced with an enquiry based approach to teaching and learning. Opportunity is given for study "in depth" in each half termly plan (MTP). Across each Key Stage, half termly plans provide experience of different sources including museums, site visits and of different historical perspectives.

Teaching should clearly focus on one or more of the key elements to identify objectives for learning: to develop knowledge and understanding of content in relation to historical concepts of period or situation, chronology, change and cause and consequence. *Not all key elements need be developed in each unit.*

Children should be taught procedures and skill in using sources and gradually make more independent studies using these materials.

Children should be taught to make judgments about evidence and be aware of different interpretations of the past.

Children should learn about attitudes and ideas of people in past situations and reflect upon them in debate, discussion and role play, recognising that we see the past through our own values.

Children should learn to draw their own conclusions about the past, based on evidence, imagination and questioning and present their ideas in a variety of forms, including drama, poetry and display and sustained writing in different forms.

Children should read a range of historical material, including fiction.

### **Teaching and Learning Strategies**

Teachers should provide balance in teaching approaches and identify suitable progression in knowledge, understanding and skills across each planning stage to continue to challenge pupils.

Teachers should make links between units of work and encourage children to use previous knowledge in approaching new work.

Children should be given opportunity, where possible, to use ICT to communicate and handle information including simulation software.

A variety of teaching methods best suited to activities and interests of the children will be used. These may include:

- Story-telling (including theatre group visits)
- Discussion and debate.
- Individual and group investigation.
- Visual literacy (e.g. film)
- ICT
- Role play and drama
- Fieldwork, visits to museums and historic sites.
- Use of artefacts.

### **Resources**

Resources specific to individual topics are kept in classrooms.

### **Visits**

Visits and visitors are excellent tools to stimulate children's historical enquiry and curiosity. Appropriate visits and visitors are planned in at the beginning of a topic.

### **Assessment**

School policies on assessment and feedback apply to History. Refer to Assessment and Feedback Policies for procedures regarding daily tasks. Assessment of history at both KS1 and KS2 will be based on teachers' judgments and all recording should be simple and straightforward through subject specific feedback. Progress will be measured against statements given on the Progression of Knowledge, Skills and Understanding document which will allow for monitoring of progress within and across year groups.

### **Subject Leadership**

The History Subject Leader is responsible for monitoring curriculum coverage and reviewing medium-term plans for each year group as appropriate. Monitoring of the quality of history education is carried out by the subject leader through an allocation of support and development time. The subject leader produces an annual action plan identifying targets for future action which may form part of the School Impact Plan.

## **Equality**

In accordance with the school's SEN Policy and our Quality First Teaching Commitment all children are given work suitable to their age, aptitude and ability.

Children can:

- Be helped to understand historical events and developments through studying the lives of individual people.
- Be taught concepts through discussion, concrete examples and practical activities.
- More able pupils may need open-ended tasks which enable them to tackle more complex issues.
- Understand more difficult concepts.
- Deepen and broaden their knowledge and understanding of the historical events they are studying.
- Use a wider and more demanding range of sources.

History has a big part to play in helping to remove stereotyping. It is important to be aware that there is bias in anything we do and therefore resources, particularly photographs, need to be carefully selected. The children should be encouraged to question the nature of evidence, as they do in history.

Children should be introduced to aspects of their own culture in History. In consideration of other cultures, teachers should be careful to choose resources which reflect different aspects of society. In particular, teachers should note that "development" and "developing" are relative terms and hide a lot of assumptions. It is important to avoid ethnocentrism and prejudice.

## **SMSC and British Values**

As part of moral development, History provides opportunities for discussion as to what is right and wrong. History also allows opportunities for collaborative learning, enabling pupils to co-operate together.

## **CPD**

CPD is determined the needs of staff and the availability and suitability of courses offered.

## **Cross Curricular**

When and where appropriate, opportunities may arise to promote historical learning across the curriculum. This could be through links with:

- Literacy – e.g. report writing, persuasive writing, speaking & listening, drama activities
- RE – e.g. telling stories
- Geography – e.g. map drawing, changing settlements
- Computing – e.g. using research tools, word-processing
- Art – e.g. sketching of artefacts



## History Topic Plan

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Yellow Class R/1</b>			<u>History</u> Who else has helped me in the past? <i>Changes within living memory</i>	<u>History</u> Would Great Grandma play with toys like mine? <i>Changes within living memory</i>		<u>History</u> How has the Queen kept herself busy for over 90 years? <i>The lives of significant individuals</i>
<b>Green Class Y1/2</b>	<u>History</u> Why did The Wright Brothers and Amelia Earhart take to the sky? <i>The lives of significant individuals</i>			<u>History</u> Was the Great Fire of London really great? <i>Events beyond living memory</i>	<u>History</u> What is it like to live under the rule of Queen Elizabeth II? Would I like to have lived under the rule of Queen Elizabeth I?  <i>Significant historical events, people and places/ The lives of significant individuals</i>  <i>Comparison between periods of time.</i>	
<b>Blue Class Y2</b>	<u>History</u> What was The Titanic and why was it so important? <i>Events beyond living memory</i>	<u>History</u> What was so important about Neil Armstrong's and Christopher Columbus' journeys? <i>The lives of significant individuals</i>  <i>Comparison between periods of time.</i>	<u>History</u> What is our school made of? <i>Significant historical events, people and places in their own locality</i>			
<b>Orange Class Y3</b>	<u>History</u> How did the Victorian period change Oldham and what does this mean for me? <i>A local history study. A study of an aspect or theme in British history that extends pupils chronological knowledge beyond 1066.</i>	<u>History</u> What can I rediscover about Ancient Greece? <i>Ancient Greece-a study of Greek life and achievements and their influence on the western world.</i>	<u>History</u> What were the changes in Britain from the Stone Age to the Iron Age? <i>Changes in Britain from the Stone Age to the Iron Age</i>  <i>Overview Unit End: The Romans</i>			
<b>Lime Class Y3/4</b>		<u>History</u> Why were the Romans so powerful and what did we learn from them? <i>The Roman Empire and its</i>	<u>History</u> Who were the founding fathers of our school and how is their vision still alive today?			<u>History</u> Who were the early lawmakers? <i>An aspect or theme in British history beyond</i>

		<p><i>impact on Britain</i></p> <p><i>Overview Unit Start: The Stone Age</i></p>	<p><i>A local history study</i></p>			1066.
Lilac Class Y4/5		<p><b>History</b> Why should gunpowder, treason and plot never be forgotten? <i>An aspect or theme in British history beyond 1066.</i></p>	<p><b>History</b> Who were the Anglo-Saxons? <i>The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</i></p> <p><i>Overview Unit Start: The Romans</i></p>	<p><b>History</b> How can we re-discover ancient Egypt? <i>Overview of ancients Ancient Egypt – a study of Egyptian life and achievements and their influence on the western world.</i></p> <p><i>Overview Unit Start: Ancients: Greece, Shang Dynasty, Sumer, Indus</i></p>		
Turquoise Class Y5/6	<p><b>History/Geography</b> Why should Britain be ashamed of slavery? <i>An aspect or theme in British history beyond 1066.</i></p>	<p><b>History/Geography</b> How did Great Britain stand firm against the German threat? <i>An aspect or theme in British history beyond 1066.</i></p>	<p><b>History</b> Who were the Mayans and what can we learn from them? <i>A non-European society that provides contrasts with British history.</i></p>	<p><b>History</b> Were the Vikings always so Vicious and Victorious? <i>The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</i></p> <p><i>Overview Unit Start: The Anglo Saxons</i></p>		
Purple Class Y6			<p><b>History</b> To be, or not to be: that is the question? <i>A study of an aspect or theme in British history that extends pupil's chronological knowledge beyond 1066: leisure and entertainment in 20thC.</i></p>	<p><b>History</b> What if Great Britain had never been invaded?</p> <p>Overview of Romans to Vikings (Chronological understanding)</p>		<p><b>History</b> Why was the Islamic Civilization around AD900 known as 'The Golden Age'? <i>The achievements of the earliest civilisations.</i></p>