

Primary History Policy

Garstang Community Primary School 2019

Name of the History Subject Leader: Sarah Thwaites

At Garstang Community Primary school we follow the National Curriculum Programme of Study for History.

The following information is based on the NC PoS, a full version of which can be viewed at <https://www.gov.uk/government/publications/national-curriculum-in-england-history-programmes-of-study>

Purpose of studying 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.

Aims:

Our history teaching aims to ensure that all pupils:

- know and understand the history of the British Isles as a coherent, chronological narrative, from the earliest times to the present day
- know and understand significant aspects of the history of the wider world including the nature of ancient civilisations
- gain and use a wide range of historical terms and vocabulary
- 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 and ask historically valid questions and create their own structured accounts, including written narratives

- understand the methods of historical enquiry, including how evidence is used to make historical claims
- gain historical perspective by making connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales

Attainment targets / Assessment

The National Curriculum states that:

‘By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant (History) programme of study.’

Children’s attainment is assessed and recorded at the end of each year using the Lancashire end of Year Expectations (see separate document). This is used in conjunction with the Lancashire Key Learning document (progression in knowledge, skills and understanding.)

Subject content

Key stage 1

At Key Stage One

In Key Stage 1, history is taught as part of well-planned cross curricular themes which are annually reviewed, adapted and updated. Opportunities for pupils to develop their own lines of enquiry and interest are planned into our units of work. Within each unit of work, pupils develop their understanding of chronology, access primary (where appropriate) and secondary sources and have hands-on experiences which inspire and motivate them to learn.

- 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 *e.g. the Queen’s 90th Birthday, Remembrance Day*
- events beyond living memory that are significant nationally or globally *for example the Great Fire of London*
- 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 . *E.g:*
 - *Female scientists such as Marie Curie and Mary Anning*

- *Caxton and Tim Berners-Lee linked to the development of new technologies*
- significant historical events, people and places in their own locality

Keystage 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;
- regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance;
- construct informed responses that involve thoughtful selection and organisation of relevant historical information;
- 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, 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.

Pupils should be taught about:	In which year at our school?
1 Changes in Britain from the Stone Age to the Iron Age	Year 3
2 The Roman Empire and its impact on Britain	Year 4
3 Britain's settlement by Anglo-Saxons and Scots	Year 5
4 The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor	Year 5
5 A local history study	Year 2 and Year 6
6 A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066	Year 5 (WW2)
7 A study of the achievements of the earliest civilizations – <u>an overview</u> of where and when the first civilizations appeared <u>and a depth study</u> of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China.	Year 3 Overview plus Ancient Egypt.
8 Ancient Greece – a study of Greek life and achievements and their influence on the western world.	Year 4

9 A non-European society that provides contrasts with British history – <u>one study chosen from:</u> early Islamic civilization, including a study of Baghdad c. AD 900; Maya civilisation c. AD 900; Benin (West Africa) c. AD 900-1300.	Year 6 Early Islamic study of Baghdad.
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See NC Programme of Study for more details/ideas of what could be covered in each theme.

In the Early Years and Foundation Stage

In EYFS, history is taught within 'Understanding the World'. Our pupils are encouraged to participate in discussions about their families and about past and present events in their own lives. In order to support and stimulate development, they:

- participate in role play
- look at photographs, videos and paintings and pictures
- listen to stories from the past and memories of older people
- sequence events to develop their understanding of the passing of time

Governing Body

Reports on the progress of our curriculum are made to the Governing Body via the Curriculum Committee and the History Curriculum Policy. This policy is reviewed every year, and in light of statutory changes to the National Curriculum.

Cross Curricular Links

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 are used in Literacy lessons are historical in nature.

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 activities such as time-lines. Children learn to interpret information presented in graphical or diagrammatic form.

Personal, Social and Health Education (PSHE)

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. They learn how society is made up of people from different cultures and develop tolerance and respect for others.

Computing/ICT

The internet provides a wide range of rich resources which enable our pupils to research the topics explored during history lessons. Digimaps for Schools is an online UK map resource which enables our pupils to investigate changing landscapes and environments via historical maps on the database. ICT is used to enable pupils to present their learning in a variety of ways.

Role of the Subject Leader

The subject leader is responsible for improving the standards of teaching and learning in History through monitoring, evaluation and by developing a strategic vision for the future. Activities to be regularly undertaken by the subject leader include:

- monitoring and analysis of pupil work samples, teacher's plans and lesson observations
- auditing, evaluating and monitoring CPD and its impact
- purchasing resources, ensuring effective use of the available budget
- supporting colleagues and identifying CPD
- keeping up to date with curriculum developments
- monitoring and evaluating the quality and effectiveness of the learning environment
- annually reviewing the policy

Conclusion

This policy should be read alongside other school policies including:

- Teaching and learning policy
- Assessment, marking and feedback policy
- SEND policy
- Computing policy
- Equal opportunities policy
- Acceptable use policy
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Resources:

<https://www.history.org.uk/> Historical Association for key information, schemes of work and other resources.

<http://digimapforschools.edina.ac.uk> for historical maps and links with geography

<https://moodle.vle.btlancashire.co.uk> (see subject leader section, plus resources)

school login: newhist

password: newhist

Contact rowena.pryor@lancashire.gov.uk for further information when using the moodle resources.

<https://www.keystagehistory.co.uk> for schemes of work and other resources

school login: garstangcp

password: history