

Halsall St Cuthbert's C.E. Primary School



History Policy

Equal Opportunities

At Halsall St Cuthbert's Primary School we recognise the responsibility of all schools to provide a broad and balanced curriculum for all pupils. In History the National Curriculum is the starting point for planning a curriculum that meets the specific needs of individuals and groups of pupils. We have adopted the statutory inclusion statement on providing effective learning opportunities for all pupils. When planning teachers will modify, as necessary, the National Curriculum programmes of study to provide all pupils with relevant and appropriately challenging work at each key stage, in order to provide a more inclusive curriculum which:

- sets suitable learning challenges
- responds to pupils' diverse learning needs
- overcomes potential barriers to learning and assessment for individuals and groups of pupils.
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All children should have equal access to resources and activities enabling them to develop their skills to the best of their personal ability. The SENCo and History Co-ordinator jointly advise teachers on the support which can be provided for individual children with particular educational needs, including high ability pupils. Specialist equipment will be purchased as required to meet specific needs.

Document Purpose

This policy document aims to reflect the philosophy of our school in relation to how History is both taught and learnt. It provides a framework through which all staff can approach History and gives guidance in areas such as curriculum content, planning and assessment.

Aims - Foundation Stage

At the foundation stage children will:

- Show curiosity and interest by exploring their surroundings.
- Investigate the past by identifying key features and stating likes and dislikes.

History Aims – Key Stage 1

During Key Stage 1 pupils learn about people's lives and lifestyles. They find out about significant men, women, children and events from the recent and more distant past, including those from both Britain and the wider world. They listen and respond to stories and use sources of information to help them ask and answer questions. They learn how the past is different from the present.

Chronological understanding

1. Pupils should be taught to:
 - a. place events and objects in chronological order
 - b. use common words and phrases relating to the passing of time (for example, before, after, a long time ago, past).

Knowledge and understanding of events, people and changes in the past

2. Pupils should be taught to:
 - a. recognise why people did things, why events happened and what happened as a result
 - b. identify differences between ways of life at different times.

Historical interpretation

3. Pupils should be taught to identify different ways in which the past is represented.

Historical enquiry

4. Pupils should be taught:
 - a. how to find out about the past from a range of sources of information (for example, stories, eye-witness accounts, pictures and photographs, artefacts, historic buildings and visits to museums, galleries and sites, the use of ICT-based sources)
 - b. to ask and answer questions about the past.

Organisation and communication

5. Pupils should be taught to select from their knowledge of history and communicate it in a variety of ways (for example, talking, writing, using ICT).

Breadth of study

6. During the key stage, pupils should be taught the knowledge, skills and understanding through the following areas of study:
- changes in their own lives and the way of life of their family or others around them
 - the way of life of people in the more distant past who lived in the local area or elsewhere in Britain
 - the lives of significant men, women and children drawn from the history of Britain and the wider world (for example, artists, engineers, explorers, inventors, pioneers, rulers, saints, scientists)
 - past events from the history of Britain and the wider world (for example, events such as the Gunpowder Plot, the Olympic Games, other events that are commemorated).

History Aims – Key Stage 2

During Key Stage 2 pupils learn about significant people, events and places from both the recent and more distant past. They learn about change and continuity in their own area, in Britain and in other parts of the world. They look at history in a variety of ways, for example from political, economic, technological and scientific, social, religious, cultural or aesthetic perspectives. They use different sources of information to help them investigate the past both in depth and in overview, using dates and historical vocabulary to describe events, people and developments.

Chronological understanding

- Pupils should be taught to:
 - place events, people and changes into correct periods of time
 - use dates and vocabulary relating to the passing of time, including ancient, modern, BC, AD, century and decade.

Knowledge and understanding of events, people and changes in the past

- Pupils should be taught:
 - about characteristic features of the periods and societies studied, including the ideas, beliefs, attitudes and experiences of men, women and children in the past
 - about the social, cultural, religious and ethnic diversity of the societies studied, in Britain and the wider world
 - to identify and describe reasons for, and results of, historical events, situations, and changes in the periods studied
 - to describe and make links between the main events, situations and changes within and across the different periods and societies studied.

Historical interpretation

3. Pupils should be taught to recognise that the past is represented and interpreted in different ways, and to give reasons for this.

Historical enquiry

4. Pupils should be taught:

- a. how to find out about the events, people and changes studied from an appropriate range of sources of information, including ICT-based sources (for example, documents, printed sources, CD-ROMS, databases, pictures and photographs, music, artefacts, historic buildings and visits to museums, galleries and sites)
- b. to ask and answer questions, and to select and record information relevant to the focus of the enquiry.

Organisation and communication

5. Pupils should be taught to:

- a. recall, select and organise historical information
- b. use dates and historical vocabulary to describe the periods studied
- c. communicate their knowledge and understanding of history in a variety of ways (for example, drawing, writing, by using ICT).

Breadth of study

6. During the key stage, pupils should be taught the knowledge, skills and understanding through a local history study, three British history studies, a European history study and a world history study.

Local history study

7. A study investigating how an aspect in the local area has changed over a long period of time, or how the locality was affected by a significant national or local event or development or by the work of a significant individual.

British history

8. In their study of British history, pupils should be taught about:

- a. the Romans, Anglo-Saxons and Vikings; Britain and the wider world in Tudor times; and either Victorian Britain or Britain since 1930
- b. aspects of the histories of England, Ireland, Scotland and Wales, where

appropriate, and about the history of Britain in its European and wider world context, in these periods.

Romans, Anglo-Saxons and Vikings in Britain

9. An overview study of how British society was shaped by the movement and settlement of different peoples in the period before the Norman Conquest and an in-depth study of how British society was affected by Roman or Anglo-Saxon or Viking settlement.

Britain and the wider world in Tudor times

10. A study of some significant events and individuals, including Tudor monarchs, who shaped this period and of the everyday lives of men, women and children from different sections of society.

Victorian Britain or Britain since 1930 11. Teachers can choose between a study of Victorian Britain or Britain since 1930.

Victorian Britain

a. A study of the impact of significant individuals, events and changes in work and transport on the lives of men, women and children from different sections of society.

Britain since 1930

b. A study of the impact of the Second World War or social and technological changes that have taken place since 1930, on the lives of men, women and children from different sections of society.

A European history study

12. A study of the way of life, beliefs and achievements of the people living in Ancient Greece and the influence of their civilisation on the world today.

Curriculum and School Organisation

Our curriculum covers the skills and topics outlined in the National curriculum. The History curriculum will be planned to ensure suitable progression through the programme of study devised for each class. We will endeavour to achieve a wide coverage of the National Curriculum programmes of study as children move

through the school. Detailed planning of History work will take place on a half termly and weekly basis by the class teacher and will be seen in long, medium and short term plans.

Detailed curriculum content and progression can be found in the school scheme of work for History and in individual teacher files. The History co-ordinator will evaluate the History curriculum annually and draw up a development plan based upon findings. The development of the History curriculum will involve all members of staff.

Education for Sustainable Development

We recognise that History plays a significant part in promoting education for sustainable development through:-

- Developing pupils' knowledge and understanding of the concepts of sustainable development, such as interdependence, quality of life, global development, resource use, and diversity and the skills to act upon this understanding.
- Developing pupils' skills of critical enquiry and an ability to handle and interpret information.

Learning Across the Curriculum

Use of Information Communication Technology

Pupils will be provided with opportunities to develop and apply their ICT capability to support their learning in History. They will use CD-ROMS and the Internet selectively to find information, e-mail to communicate with people in other places and databases/spreadsheets to handle and present information. History-specific IT skills will also be developed. The History co-ordinator maintains a list of ICT resources for History.

Time Allocation

Each class will complete 3 units of History per year, lasting approximately 6 weeks each. 1 per term.

Assessment and Record Keeping

Assessment of each of the schemes of work will take place half termly. Assessments will be based on the History Skills. See teacher's assessment files. Blank templates of assessment data can be found in the Co-ordinators file and on the staff network.

Display of Pupils' Work

Lively display of work done in History covering all abilities and ages will communicate learning processes and celebrate achievement. A working wall will be developed in each class and will display the key skills that are the focus for that particular topic. Work can be seen in school and on the school's website.

Resources

The schools curriculum for History is implemented by individual class teachers under the guidance of the History Co-ordinator using the resources available. Resources are stored centrally in the middle resource area.

Trips and Events.

Each child should attend one educational visit that supplements the History Curriculum at least once per Key Stage. Each year teachers will plan for local visits, visitors and specialist days to supplement their History teaching. The History co-ordinator will organise and lead History days for the whole school.

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Senior Member of Staff Responsible Doug Scholes

Designated Member of Staff Katie Floweth

Governor Responsible Sarah Mitchell