



**HISTORY POLICY**

**FEBRUARY 2018**

**Introduction**

The aim of History teaching at Eastwood Village Primary School is to stimulate the children's interest and understanding about the life of people. We help pupils gain knowledge and understanding of Britain's past and that of the wider world. 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. By considering how people lived in the past, they are better able to make their own life choices today. In our school, History makes a significant contribution to citizenship education by teaching about how Britain developed as a democratic society. 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 doing so, to develop the skills of enquiry, analysis, interpretation and problem solving.

**Aims and Objectives**

To foster in children an interest in the past and to develop an understanding that enables them to enjoy all that History has to offer;

To enable children to know about significant events in British history, and to appreciate how things have changed over time;

To develop a sense of chronology;

To know and understand how the British system of democratic government has developed and in doing so to contribute to a child's citizenship education;

To understand how Britain is part of a wider European culture, and to study some aspects of European history;

To have some knowledge and understanding of historical development in the wider world;

To help children understand society and their place in it so that they develop a sense of their cultural heritage;

To develop in children the skills of enquiry, investigation, analysis, evaluation and presentation and local area.

**Teaching and Learning Style**

History teaching focuses on enabling children to think as historians. We place an emphasis on examining historical artefacts and primary sources. In each key stage we give children the opportunity to visit sites of historical significance. We encourage visitors to come into the school and talk about their experiences of events in the past. We recognise and value the importance of cross curricular learning, drama and story telling 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 that in all classes children have a wide range of ability 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 tasks which are open-ended and can have a variety of responses;

Setting tasks of increasing difficulty, some children not completing all tasks;

Grouping children in mixed ability groups to allow pupils to support each other in the learning process;

Providing resources of different complexity, depending on the ability of the child;

Using classroom assistants to support children individually or in groups.

### **The Role of the Hub History Co-ordinator is:**

- Taking the lead in the development, evaluation and amendment of schemes of work as and when necessary
- Acting as a consultant to colleagues on resources, visits, visitors, curriculum changes, classroom teaching and learning ideas
- Monitoring and evaluating pupils' work, pupils' views about the subject, displays and teachers' planning
- Auditing resources and ordering resources when needed
- Keeping up to date with developments in history and disseminating information to the rest of the teaching staff
- Leading staff meetings as appropriate
- Attending relevant in-service training and prompting others about relevant training

### **Planning**

#### **Foundation Stage**

History in the Foundation Stage is taught under the umbrella of 'Knowledge and Understanding of the World' from the EYFS. The children are supported in developing the knowledge, skills and understanding that helps them to make sense of the world. The pupils are encouraged to talk about their families and past and present events in their lives. They are beginning to gain knowledge and understanding of the world through:

- Photographs
- Listening to stories and memories of older people
- Role play activities
- Discussing events in the past and their own personal lives
- Sequencing events to gain a sense of time

#### **Key Stage 1**

The National Curriculum Programme of Study at Key Stage 1 focuses on developing children's 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. Children 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.

In planning to ensure the progression described above through teaching about the people, events and changes outlined below, 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**

The National Curriculum Programme of Study at Key Stage 2 should continue to allow children 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. Children 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, 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:

- 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 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

## **Attitude and skills**

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

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

## **Resources**

### **SEND and EAL**

History will be taught in accordance with the schools policies. We recognise the fact that there are children of widely different abilities and backgrounds in classes and we provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child.

### **Equal Opportunities**

History will be taught in accordance with the school policy for Equal Opportunities and the requirements of the National Curriculum. History will actively promote multicultural awareness and provide a positive approach towards equal opportunities in race, gender and ability.

## **Contribution in other areas of the curriculum**

### **Literacy**

History contributes significantly to the teaching of Literacy 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. Children develop oracy through discussing historical questions or presenting their findings to the rest of the class. They develop their writing ability by composing reports and letters and through using writing frames.

### **Numeracy**

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

### **Computing**

We use computing in history teaching where appropriate. Children use computing in history to enhance their skills in data handling and in presenting written work, and they research information using the Internet. Each teacher ensures it is used as a teaching tool where appropriate, and provides opportunities for children to also use it.

### **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 such as how society should respond to poverty. They learn how to recognise and challenge stereotypes. They learn how society is made up of people from different cultures and start to develop tolerance and respect for others.

### **Monitoring and Review**

History will be monitored throughout the school by the Hub History Co-ordinator who will be responsible for gathering samples of curriculum work.