



William Penn History Policy

Rationale

The delivery of 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 will inspire pupil's curiosity to know more about the past. Teaching will equip pupils to ask perceptive questions, think critically, weigh evidence, sift arguments and develop perspective and judgement. Historical learning will help 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 time.

Aims and Objectives

Through the teaching of history, we aim for children to:

- 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

How Our Objectives Are Delivered

We recognise that all classes will have children with a wide range of prior knowledge, skills and historical understanding so we use a range of teaching and learning styles, resources and environments in our lessons. Our inclusive methods of teaching aim to ensure that all children, regardless of the ability, are able to participate enjoy and learn.

In KS1 and KS2 there are five history skills to be developed through the learning:

1. Chronology
2. Range and depth of historical knowledge and understanding
3. Interpretations of history
4. Historical enquiry
5. Organisation and communication

Curriculum and planning

We follow the statutory guidance from the 2014 of the National Curriculum of England history programme of study. This has been developed to follow a three year scheme of work in Foundation Stage and KS1 and a two year scheme of work in KS2.

At Foundation Stage, history is taught as an integral part of the themes covered during the year. The history element of work is related to the children's work to the objectives set out in 'Development matters' and the Early Learning Goals (ELGs) which underpin the curriculum planning. History makes a significant contribution to develop a child's knowledge and understanding of the world around them. Appropriate learning will include sequencing events, discussing changes in themselves from birth to five, how things were different when their parents were children and handling and studying photos and artefacts. These activities are designed to introduce a sense of time.

At KS1, children will develop an awareness of the past, using common words and phrases relating to the passing of time. They will 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 will use a wide vocabulary of everyday historical terms. In history, children will be encouraged to 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 will understand some of the ways in which we find out about the past and identify different ways in which it is represented.

History Curriculum Planning for Foundation stage and KS1

Cycle	R/1/2 Autumn	R/1/2 Spring	R/1/2 Summer
A	Own family history back to grandparents Growing up Braille	Captain Scott of Antarctica Significant people in the past Nelson Mandela	Teddy bears – Their history History of the bicycle Old and new toys
B	Homes past and present History of Castles Great Fire of London	History link to own school Quakers - George Fox	Grace Darling Seaside – Then and now
C	Quakers: Huntley and Palmer – famous people from the past History of biscuits History of Milkmaid Now and then – farm machinery	History of the telephone Great Fire of London Florence Nightingale Mary Seacole	

At KS2, pupils 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 will note connections, contrasts and trends over time and develop the appropriate use of historical terms. They will regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They will 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.

History Curriculum Planning for KS2

Cycle	Y3/4 Autumn	Y3/4 Spring	Y3/4 Summer
A	Study of famous people: Explorers Edmund Hilary and Scott	Romans and Celts	Greeks
B	Prehistory Iron Age	Ancient Egypt	Local history study – Ernest Drake – History of Dragons
Cycle	Y5/6 Autumn	Y5/6 Spring	Y5/6 Summer
A	WW2 and local history study	Mayan Civilization c. AD900	The Viking and Anglo-Saxon struggles for the Kingdom of England to the time of Edward the Confessor
B		Britain's settlement by Anglo-Saxons and Scots	Local history study of Quakerism

Cross-Curricular History

Where possible, history is taught in a cross-curricular context. Many of the skills and requirements of the history syllabus can be accessed through work in English and PSHCE. Other subjects lend themselves to historical interpretation (such as art and the study of portraiture, RE and biblical events, science and key figures in historical context).

The use of ICT in teaching, learning and presentation of work is encouraged. This is facilitated through use of interactive whiteboards in each classroom and laptop computers for individual or small-group work. ICT resources online offer an insight into historical events through 'virtual' re-enactments and recorded information/interviews that might otherwise be unavailable.

School trips offer valuable teaching and learning opportunities and staff encourage pupils to make cross-curricular links in their learning on such occasions. For instance, a visit to a World War II fort may offer insight into geographical landscapes and natural defences or the science behind early warning devices and radar.

Out of School Hours Learning

Homework tasks may encourage pupils and their families to extend classroom learning.

Health and Safety

The school is committed to the safety of all stakeholders. Where risks are considered to be more likely (on school trips, when using sharp tools for digging etc) the pupils : adult ratio is carefully monitored and maintained at a safe level according to government guidelines and pupil needs. Class teachers are responsible for pre-visit risk assessments and ensuring safety measures are in place.

Monitoring and Evaluation

Monitoring of the standards of pupils work in history is the responsibility of the class teacher and history subject leader. The work of the subject leader also includes supporting colleagues in current trends in teaching history and in providing a strategic lead and direction for history in the school.

History is monitored for:

- Rigour of teaching practise
- Progress and attainment of pupils within each year group
- Pupil understanding and aspirations via pupil conferencing
- Need and opportunities for staff CPD

Assessment and Recording

Ongoing assessment is undertaken by teachers both informally, during lessons, by the marking of work and by annual Foundation Subject assessments. Parents are informed of their child's progress in history via the end of year Report.

Assessments are used by teachers to inform lesson planning, syllabus planning and to maintain and improve standards of teaching and learning.

Resources

Annual bids will reflect current needs within the school.

History resources consist mainly of books, DVD's and some artefacts. Such items are stored in the school library or in dedicated Topic Boxes in the locked shed to which staff have access.

Where ICT equipment is used, it is stored centrally, according to the ICT policy.

Signed:

Date:

11/30/2018

