

# Lewknor C of E Primary School

## History Policy

September 2019 – review September 2022

### Introduction

At Lewknor Church of England Primary School we are committed to providing all children with learning opportunities to engage in history. This policy reflects our school's values and philosophy in relation to the teaching and learning of history. It sets out a framework within which teaching and non-teaching staff can work, and gives guidance on planning, teaching and assessment. It has been developed through a process of consultation with school staff and governors.

### Intent

At Lewknor Primary we construct a curriculum that is ambitious, broad and designed to give all children the knowledge and cultural capital they need to succeed in life.

### Implementation

Teaching is of the highest standard – all subject matter is presented clearly and teachers check pupils understand what they have been taught. Teaching is designed to help pupils remember long-term the content they have been taught and to integrate new knowledge into larger ideas.

### Impact

All pupils make at least good progress and achieve highly. They develop detailed knowledge and skills across the whole curriculum.

### Philosophy

History is about real people who lived, and real events that happened in the past. History is concerned with sequence, time and chronology and is the study of evidence about the past; it gives us a sense of identity, set within our social, political, cultural and economic relationships. History fires the children's curiosity about the past in Britain and the wider world and plays an essential part in preparing us for living and working in the contemporary world. Pupils consider how the past influences the present, what past societies were like, how these societies organised their politics, and what beliefs and cultures influenced people's actions. As they do this, children develop a chronological framework for their knowledge of significant events and people. They see the diversity of human experience and understand more about themselves as individuals and members of society. What they learn can influence their decisions about personal choices, attitudes and values. In history, children find evidence, weigh it up and reach their own conclusions. To do this they need to be able to research, sift through evidence, and argue for their point of view - skills that are prized in adult life.

### Subject 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

National Curriculum 2014, Department of Education.

### **Curriculum**

*'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.'*

National Curriculum 2014, Department of Education.

### **Early Years**

History is taught in Reception as an integral part of the topic work through child-initiated and adult-led activities. The children are given the opportunity to find out about past and present events in their own lives, and those of their families and other people they know. In the Foundation Stage history makes a significant contribution to developing a child's knowledge and understanding of the world through activities such as dressing up in historical costumes, looking at pictures of famous people in history or discovering the meaning of new and old in relation to their own lives.

### **Key Stage 1**

During Key Stage One, pupils develop an awareness of the past, using common words and phrases relating to the passing of time. They learn where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. The children develop a wide vocabulary of everyday historical terms. The children learn 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 begin to 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**

During Key Stage Two, pupils 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 note connections, contrasts and trends over time and develop the appropriate use of historical terms. The children regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They construct informed responses that involve thoughtful selection and organisation of relevant historical information. The children develop understand of how our knowledge of the past is constructed from a range of sources.

### **Links to the Curriculum**

As well as making its own distinctive contribution to the school curriculum, history contributes to the wider aims of primary education. Teachers will ensure that links between subjects are maximised.

### English

History contributes significantly to the teaching of English by actively promoting the skills of reading, writing, speaking and listening. Some of the texts that we use in English 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.

### Mathematics

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 timelines. Children learn to interpret information presented in graphical or diagrammatic form.

### ICT

Children use ICT in history to enhance their skills in data handling and in presenting written work, and they research information using the Internet. Children have the opportunity to use the digital camera to record and use photographic images.

### Spiritual, Moral, Social and Cultural Development

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 and homelessness. They discover how to be active citizens in a democratic society by learning how laws are made and changed, and they learn how to recognise and challenge stereotypes and to appreciate that racism is a harmful aspect of society. They learn how society is made up of people from different cultures and start to develop tolerance and respect for others.

When teaching history, we contribute to the children's spiritual development. We provide children with the opportunity to discuss moral questions or what is right and wrong. Children learn about the role of the church in Tudor times and they find out how British society has changed over time. The history programme of study enables children to understand that Britain's rich cultural heritage can be further enriched by Britain's multicultural society.

### **Progression and Continuity**

The activities in history build upon the prior learning of the children. Within our scheme of work, learning activities are in sequence to ensure continuity and progression. Whilst we give children of all abilities the opportunity to develop their skills, knowledge and understanding, we have in place a skills continuum which ensures continuity and progression so that there is an increasing challenge for the children as they move up through the school. Teachers use the skills continuum to informally keep track of coverage as well as progression.

### **Teaching and Learning**

The school uses a variety of teaching and learning styles in history lessons. Our principal aim is to develop the children's knowledge, skills and understanding in history and we use a variety of teaching and learning styles in our history lessons. We believe in whole-class teaching methods and combine these with enquiry-based research activities. We believe children learn best when they:

- have access to, and are able to handle artefacts
- go on visits to museums and places of interest
- have access to secondary sources such as books and photographs
- talk about personal experiences of the past
- listen to and interact with stories from the past
- undertake fieldwork by interviewing family and older friends about changes in their own and other people's lives
- use drama and dance to act out historical events
- are shown, or use independently, resources from the internet, CD ROMs and videos

- are able to use non-fiction books for research
- are provided with opportunities to work independently or collaboratively, to ask as well as answer historical questions

We recognise the fact that we have children of differing ability in all our classes, and so we provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this through a range of strategies which are differentiated by task, expected outcome and/or support from peers or adults.

### History curriculum planning

History is taught through a topic approach. Our curriculum is carefully planned over a two year cycle to engage and excite all our learners, in order to provide the school with a world class curriculum. It is the driving force for our planning. Our long-term and medium-term plans map out the skills and themes covered each term for each key stage. These plans define what we will teach and ensure an appropriate balance and distribution of work across each term.

Year Group	Cycle A	Cycle B
Reception	⇒ The children are given the opportunity to find out about their past and present events in their lives, and those of their families and other people they know	
Infants Years 1 & 2	⇒ Significant people - <b>Florence Nightingale</b> ⇒ Changes in living memory – <b>Homes.</b> ⇒ <b>Local Study</b>	⇒ Events beyond living memory - <b>Great Fire of London</b> ⇒ Changes in living memory – <b>Seaside</b> ⇒ Events beyond living memory - <b>Ernest Shackleton</b>
Lower Juniors Years 3 & 4	⇒ <b>Romans</b> - their invasion and impact on Britain ⇒ <b>Egyptians</b> ⇒ <b>Local study</b>	⇒ <b>Stone Age to Bronze Age</b> ⇒ <b>Bronze to Iron Age</b> ⇒ <b>Anglo – Saxons and Vikings</b>
Upper Juniors Years 5 & 6	⇒ <b>The Tudors</b> ⇒ <b>Mayan Civilization</b> ⇒ <b>Local Study</b>	⇒ <b>World War 1</b> ⇒ <b>World War 2</b> ⇒ <b>Ancient Greeks</b>

### Progress and Achievement

Children are monitored on a regular basis to check progress. We encourage all pupils to take responsibility for their own learning. A range of strategies are used, for example teacher evaluation, success criteria, and the use of talk partners. Through these, both children and adults are able to recognise the progress being made.

### Assessment and Recording

Assessment is an integral part of the teaching process. Assessment is used to inform planning and to facilitate differentiation. The assessment of children's work is on-going to ensure that understanding is being achieved and that progress is being made. Feedback is given to the children as soon as possible.

**Monitoring**

Monitoring takes place regularly through sampling children's work, and teacher planning and learning walks.

**Roles and Responsibilities**

The monitoring of the standards of children's work and of the quality of teaching in history is the responsibility of the head teacher.

**Resources**

All staff are responsible for maintaining history resources; there is a range of age appropriate resources to support the teaching and learning of history, including the local area, across the school. We have a wide range of books and interactive boards to access the internet as a class.

Visits are planned to enhance learning and give hands on activity. People with an interest, or expertise, in a particular topic or area of history could be invited into school to work with the children. These might be parents, grandparents, other family members, neighbours or representatives of the local community.