



Milecastle Primary School

History Policy

April 2017



HISTORY POLICY

INTRODUCTION

History is a body of knowledge and understanding about the past and its relationship to present society.

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

The aims of the National Curriculum for history are:

- 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.

GUIDELINES

EYFS

During the Foundation Stage, history is part of the Knowledge and Understanding of the World area of learning.

Activities are based on first hand experiences which provide opportunities for children to explore, make decisions, discuss and find out about people, events and the world around them. Children talk about past and present events in their own lives and in the lives of family members.

KS1 and KS2

There are 5 elements to the history curriculum for Key Stages 1 and 2. The knowledge skills and understanding covered in history in school are those laid down in the 5 elements.

1. Chronological Understanding
2. Knowledge and understanding of events, people and changes in the past.
3. Historical Interpretation.
4. Historical Enquiry
5. Organisation and Communication.

KEY STAGE 1

In Key Stage 1 history is about people's lives and lifestyles. Children find out about significant people and events from the past, including those from British History.

Children will hear and respond to stories and use sources of information to help them ask and answer questions. They will learn and recognise how the past is similar and different from life today.

The Early Years and Key Stage 1 curriculum should provide learning experiences that will enable children to: -

- Begin to understand concepts of past, present and future
- Investigate and understand changes in their own lives and the way of life of their family or others around them
- Be able to place events and objects in chronological order using associated language including words and phrases relating to the passing of time e.g. before, after, past
- Compare and contrast past and present day including the ways of life at different times
- Talk and write about why people did things, what events happened and why, and what happened as a result
- Understand that evidence of the past comes in many forms and to begin to use these forms of evidence in their learning.

Pupils will be taught about:

- changes within living memory. Where appropriate, these will be used to reveal aspects of change in national life
- 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. Some will be used to compare aspects of life in different periods
- significant historical events, people and places in their own locality.

KEY STAGE 2

At Key Stage 2, History is about people, important events and developments from recent and more distant times. Children will learn about change and continuity in the locality, in Britain and in other parts of the world. To do this they will examine history in a variety of ways including from differing perspectives. They will learn and appreciate that the past can be represented and interpreted in many different ways.

The Key Stage 2 curriculum will build on Key Stage 1 and provide children with learning experiences that will enable them to: -

- Place events, people and changes into chronological order using chronological conventions and terminology to define different historical periods.
- Explore history from differing perspectives such as the technological, scientific and aesthetic achievements as well as the social, cultural, religious and ethnic diversity.
- Develop an appreciation and awareness that societies have held different ideas, beliefs, values and attitudes and that these have changed as society has.
- Identify and describe reasons for and results of historical events and changes, making connections between events and changes in the historical periods and societies studied.
- Demonstrate that they know some of the major events of the immediate locality as well as those of British and World History.
- Carry out historical enquiries using a variety of sources of information and look at how and why the past is interpreted in different ways, giving reasons for this.
- Distinguish between historical facts and historical interpretation whilst developing the skills to independently interpret historical facts.

Pupils will 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 the Anglo-Saxons
- The Viking and Anglo-Saxon struggle for Britain

- A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066
- A local study which may be a relevant part of a main topic e.g. the Romans along Hadrian's Wall.

PROGRESSION FROM THE EARLY YEARS TO KEY STAGE 2

Progression from the Early Years and at Key Stage 1 and 2 is characterised by: -

- Asking and answering more complex questions.
- Making links and connections between different areas of learning.
- Understanding more general and specific historical concepts.
- A growing understanding of and use of historical skills.
- Using a greater depth and range of historical knowledge to provide more reasoned explanations.

RECORDING AND MONITORING

History work will be recorded in many different ways depending on the work completed. Oral and written feedback on work will follow school's marking policy. Standards of written presentation should match those of work in literacy. Photographs are also used as evidence of children completing history work and class blogs and the website will show learning experiences and educational visits.

RESOURCES AND ARTEFACTS

Across the school children will be taught and encouraged to find out about the past using different sources of information and representations including documents, printed sources, the internet, databases, pictures and photographs, music, artefacts and visits to historical buildings, museums, galleries and sites. The '360 Zone' is used wherever possible to enhance teaching and learning.

It is important that children have the first-hand experience of handling and exploring artefacts. Handling objects is a stimulating and exciting way to learn, artefacts also 'bring to life' areas of work being covered.

Year group appropriate topic boxes are supplemented by loans from Tyne and Wear Museums Service and other sources.

EDUCATIONAL VISITS AND VISITING EXPERTS

Where appropriate, educational visits and visitors with a particular expertise will be arranged to support and enhance work in history. Staff will make the decision about the timing of the visit e.g. start, middle or conclusion of the topic. Party leaders should follow the guidelines from the Educational Visits Policy when arranging any visit. All educational visits will be followed up and form part of the children's learning.

CONCLUSION

This policy aims to provide the guidelines for the teaching and learning of history. A consistent approach in its implementation will provide children with a range of experiences and opportunities to develop their historical skills, knowledge and understanding and will enable children to achieve high standards in history.