



STAG LANE JUNIOR SCHOOL

HISTORY POLICY

Status-Recommended

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United Nations Convention on the Rights of the Child

Article 28 *Children have a Right to an Education ;*

Article 29 *Education should develop each child's personality and talents to the full. It should encourage children to respect their parents and their own and other cultures;*

Article 12 *Children have the right to have their opinions taken into account.*

Stag Lane Junior School

HISTORY POLICY

Rationale

History is our record of what happened in the past and why it happened. History involves the study of men, women and children in different societies, cultures and countries and an understanding of our past is what binds us together. At Stag Lane Junior School, we recognise that it is important for our pupils to study and appreciate the heritage of our rich and multi-culturally diverse school and in doing so, we value the impact this has on ensuring positive behaviour, attitudes and community cohesion.

Many of the skills developed in history contribute to and enrich other areas of the curriculum.

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.

Coverage

- Pupils should be taught about:
- changes in Britain from the Stone Age leading 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.

Year	Topic	Learning Objectives
3	British History The Stone Age- Iron Age	<ul style="list-style-type: none"> • To understand how the period from the Stone Age to the Iron Age fits into a wider picture of British history. • To look at a timeline of prehistoric Britain • To understand how art was used to record life in the Stone Age. • To identify some achievements of Stone Age society. • To examine non-written sources of evidence about the Stone Age. • To explore what life was like during the Stone Age- Iron Age. • To understand how farming changed the way people lived in the Neolithic • To research what it might have been like at Skara Brae. • To know how the Stone Age was different from the Bronze Age. • To explain what some of the Bronze Age burial practices were like. • To understand how British society changed in the Iron Age.
	Egyptians	<ul style="list-style-type: none"> • To be able to place an ancient civilization in time • To discover when the ancient civilisation begun and ended. • To know the different ways the Nile was used • Major achievements of this time
4	Local Area Study	<ul style="list-style-type: none"> • To investigate how an aspect in the local area has changed over a long period of time • How the work of a significant individual has helped changed the local area. (Amy Johnson) • To understand why Amy Johnson was famous.

		<ul style="list-style-type: none"> • To know that an area may contain a mixture of old and new buildings • To use maps to help describe some of the features of the past • To know that the area has changed at different times in the past • To know that there are different sources of information.
	The Romans	<ul style="list-style-type: none"> • To know why the Romans invaded England, Britain as part of the Roman Empire • Major achievements of this time • The impact of the Romans on Britain' - Romanisation' of Britain: sites such as Caerwent and the impact of technology, culture and beliefs, including early Christianity • Julius Caesar's attempted invasion in 55-54 BC • the Roman Empire by AD 42 and the power of its army • the decline and fall of the Western Roman Empire • British resistance, for example, Boudica • Roman conquest and rule, including: Caesar, Augustus, and Claudius
	A European History Study- Ancient Greece	<ul style="list-style-type: none"> • To be able to place an ancient civilization in time • What is meant by the term "democracy" • To know that different states were governed in different ways • To learn the origin of certain Greek vocabulary • To research the origin of the Olympic Games and compare to modern day. • To learn about great minds of the time • To learn about worship in Ancient Greece
5	Anglo-Saxons/ Vikings	<ul style="list-style-type: none"> • Understand that many different peoples have settled in Britain since the start of the Common Era and have helped shape the nation. • Place different invaders and settlers since the Roman withdrawal from Britain into context using a timeline. Understand that Britain has been invaded and settled many times over the years and understand this as a continuing process. Discuss why invasions are not always unpopular and why settlers are not always welcome. Viking raids and invasion, further Viking invasions and Danegeld • To be able to use various historical sources to find out about the Anglo-Saxons life. • Understand that invaders and settlers have priorities based on their needs. • Understand the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor.

		<ul style="list-style-type: none"> • To know when the Anglo Saxons invaded Britain and where they invaded from • To explore Anglo Saxon culture • resistance by Alfred the Great and Athelstan, first king of England • Anglo-Saxon laws and justice • Edward the Confessor and his death in 1066
	The Indus Valley	<ul style="list-style-type: none"> • To explore early civilisations • To research where and when the Indus Valley civilisation was in existence
6	World War 2	<ul style="list-style-type: none"> • To understand how and why the war started • To know which countries were involved and the reasons • To know about the Blitz and the impact • To understand how people looked after themselves during the war- gas masks, rationing, black outs, shelters and evacuation • To know that there was a World War from 1939 – 1945 • To place events in chronological order
	The Spanish Armada	<ul style="list-style-type: none"> • To research the Spanish Armada • Why was the Armada sent to England? • Was Elizabeth I a good leader? • Problems facing the Armada • Key people during the time- Sir Francis Drake

Teaching and Learning

A variety of enriching teaching approaches are encouraged:

- Teacher presentations, role-play and storytelling.
- Question and answer sessions, discussions and debates.
- Individual and group research and presentations.
- Investigating artefacts, maps, photographs, paintings and other documents as sources of evidence.
- Critical analysis and evaluation of sources of evidence.
- Computing- interactive whiteboard and internet resources, CDs, Videos and audio resources.
- Well stocked Topic and Artefact boxes for each area of the History curriculum.
- Fieldwork, visitors and visits to museums are sites of historic interest.
- Special events: Stone Age Day (Year 3), Egyptian Day (Year 3), Greek Day (Year 4), Roman Day (Year 4), Viking Day (Year 5), Mayan Day (Year 5), enrichment week in Year 6 linked to their learning on WW2.
- Year 6 residential trip to Norfolk links directly to their History curriculum.
- Year 6 musical performance of Just Like Us: A World War Two Musical.

Emphasis is placed on the development of enquiry skills and empathy, as well as on factual evidence. A creative approach to the History curriculum by both teachers and children is encouraged. Links are made between History, English, Science, Maths, PSHE, Computing and other curriculum areas wherever possible.

Inclusion

Teachers differentiate activities where appropriate. We promote the individuality of all our pupils, irrespective of ethnicity, attainment, age, disability, gender or background. Please refer to the Inclusion Policy for more details. We are also aware of the importance of ensuring equality among our pupils by learning about different cultures in history, e.g. Black History.

Assessment

We assess pupils' work in history by making informal judgements as we observe the children during each lesson. On completion of a piece of work, the teacher marks the work and will make comments as necessary. At the end of each unit, the teacher will make a summary judgement about the work of each pupil, if they are working towards, working at or exceeding the unit objectives. We use this as a basis for assessing the progress of the child at the end of the year.

Reporting

As part of the annual report to parents, reference will be made to a child's progress and attainment in History. Progress will also be discussed at Parent Consultation Evenings.

Monitoring, Evaluation and Development

It is the role of the co-ordinator to monitor and evaluate the History curriculum throughout the school. We monitor and evaluate the curriculum in the following ways:

- ◆ Lesson observations with feedback
- ◆ Book Looks
- ◆ Monitoring teachers' planning and record keeping

Review:

This policy will be reviewed in line with the school's policy review programme. The History subject leader is responsible for reporting to the governors' curriculum committee about the quality of its implementation and its impact on standards. In the light of this, policy amendments may be made.

This policy is recommended to be reviewed by July 2019 at least to conform to any curriculum changes that may be made.