

Thirsk Community Primary School

History Policy

February 2018

Purpose of Policy

History is a foundation subject in the National Curriculum. This policy will form the basis upon which we map out the statutory orders for History. It will outline the purpose, nature and management of how History is taught and learned in our school and will inform new teachers of expectations. The policy reflects the views of all the staff of the school. All staff are fully aware of their role in its implementation. Staff have access to the Policy on eschools and the school website. Parents are able to view the policy on the school website.

Aims and Outcomes

- To develop pupils' enjoyment, interest in and knowledge of History and an appreciation of its contribution to all aspects of everyday life
- To build on pupils' curiosity and sense of awe in our past
- To introduce pupils to the language and vocabulary of History
- To develop pupils' use of computing in their History studies
- To introduce a way of teaching History through the core subjects
- Improve pupil's skills across the curriculum, especially in Literacy, Maths and Computing
- Develop pupils thinking skills by encouraging them to make connections
- Promote awareness and understanding of spiritual and moral issues

The role and responsibility of the subject leaders

- To support and guide the classroom practice of teachers and support staff
- To ensure coverage, continuity and progression in planning
- To monitor and evaluate the effectiveness of History teaching and learning
- To update documentation where necessary
- To liaise and consult with outside agencies where appropriate
- To attend relevant INSET training
- To review regularly the contribution made by History to a meaningful curriculum

Equal opportunities and inclusion

All children will be given an equal opportunity to maximise their individual potential; this is regardless of ability, gender, race, religion/beliefs, disability or talent. Activities both within and outside the classroom are planned in a way that encourages full and active participation by all children, matched to their knowledge, understanding and previous experience. Equal emphasis will be given to the roles of both men and women in society, at all levels of History study. Every effort will be made to ensure that activities are equally interesting to all pupils.

Teaching and learning

History is a National Curriculum foundation subject with a designated programme of study.

History

EYFS

During the Foundation Stage, children will work towards the historical aspects of the Early Learning Goals for Understanding the World.

Key Stage 1

Pupils should develop an 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. They 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.

Pupils in Key Stage 1 should be given opportunities to develop:

- 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

Pupils should 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 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. They 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.

Pupils in Key Stage 2 should be given opportunities to develop:

- 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.

Planning

We refer to the National Curriculum objectives as the basis for our curriculum planning in History. We liaise across the school to ensure curriculum coverage, progress and the development of skills. Our curriculum planning is in three phases (long term, medium term and short term). Our long term plan maps the History topics studied during each Key Stage. We plan the topics in History so that they build upon prior learning. Children of all abilities have the opportunity to develop their skills and knowledge in each unit and, through planned progression built into the scheme of work, we offer them an increasing challenge as they move up the school.

Assessment for learning

Children demonstrate their ability in History in a variety of different ways. Teachers will assess children's work by making informal judgements during lessons, discussions, question and answer techniques and observations. On completion of a piece of work, the teacher assesses the work by marking and commenting as necessary, and uses this information to plan future learning. Written or verbal feedback is given to the child to help guide their progress, this may include a gap task if appropriate.