

St Luke's C of E Primary School History Policy



This policy is intended to be read by teachers, teaching assistants, parents, governors, inspectors, support staff and staff from other schools with which we may have links.

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Introduction

In accordance with the Education Reform Act 1988, and subsequent Education Acts, school must provide History as part of the National Curriculum for all registered pupils. This policy outlines the teaching, organisation and management of the History taught and learnt at St. Luke's CofE Primary School. It reflects the school's values and ethos. The policy has been drawn up after staff consultation and has the full agreement of the governing body. The implementation of the policy is the responsibility of all the teaching staff.

Our vision

To create a caring Christian community in which all individuals feel valued, supported and respected, and where potential is recognized and developed.

Rationale

All school policies form a public and accountable statement of intent. This policy is intended to create an agreed whole-school approach of which staff, children, parents, governors and other agencies have a clear understanding. It reflects the essential part that history plays in the education of our children. It is important that a positive attitude towards history is encouraged among all children and staff in order to foster self-confidence and a sense of achievement. The policy also explains how we, as a school, meet our legal requirements in this subject area.

Philosophy

History is essentially about people and their development over a period of time, and their influence on the world around them. It is also the process of enquiry, using evidence available to us, from which we draw conclusions about what life was like in the past, helping us to understand the world today. Learning how History has shaped our past helps to promote more responsible attitudes and helps develop an understanding, which will create caring citizens for the future.

Aims

Our whole-school aims:

- To aim for excellence in learning, teaching and personal achievement and to help each member of the St Luke's community reach their full potential.
- To provide a safe and stimulating environment which will enrich and broaden each child's knowledge, experience and creativity, thereby enabling them to have enquiring minds and become lifelong learners.
- To develop a child's growing respect for themselves and others, irrespective of race, age, gender, faith or ability.
- To build positive partnerships between school, home and the wider community.

History Curriculum Aims:

It is worth repeating what the old National Curriculum document has to say about the reasons for teaching history:

“History fires pupils’ curiosity about the past in Britain and the wider 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, pupils 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, pupils 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.”

DfEE (1999), p103

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.

History Curriculum Objectives

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 will be taught about:

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

Key Stage 2

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

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 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.

Strategies for Implementation

Aspects of Teaching and Learning

Time-tabling and planning should ensure that:

- Sufficient time is allocated to deliver the curriculum through regular class lessons in history, which will normally be taught as a major component in other work including English.
- A wide variety of original and reproduction artefacts are used which the children can handle in order to make history as real as possible.
- Visits are made to interesting and relevant sites which will stimulate the pupils' interest.
- The local area is used. This should be linked to work using maps, photographs and books. It is also extremely important to recognise the value of the memories of family and friends.
- School based activities should involve the use of as many senses and ways of learning and could include cooking, model making and costume.
- Opportunities should be provided for links with other areas such as drama and art to provide a vehicle through which history can be studied and brought to life.

Integrating computing in Schemes of Work

Computing has an important part to play in the provision of a balanced history curriculum, but activities and resources should be selected with care. Opportunities for the use of computing are likely to include:

- *The use of digital resources*
The school possesses video resources for all history units. These can enhance children's understanding of particular periods. .
- *The internet*
The internet can provide an extremely valuable source of research material for pupils. However, teachers need to plan sessions involving use of the internet carefully, since most published material which might be located using search engines is likely to be aimed at adult readers; it is no more appropriate for children to be expected to use an adult text on the internet than from a book. There are a number of strategies which can be employed to maximise the benefits of using the internet:
 - Teacher selection of sites (links can be saved in Class Handout folders on the school server, or placed on a web page on the school website, for instance).
 - Use of educational portals (websites listing appropriate educational sites)
 - Advice to children on suitable search engines and search terms
 Likely search terms should also be checked by the teacher prior to the session in case inappropriate results may be returned.
- *Digital cameras*
The use of digital cameras can enable children to record evidence which can later be reviewed, and is therefore of considerable value. Video cameras can also be used to record visits and drama activities, allowing both review and self-assessment by children. Each class has been issued with a digital camera.

Planning and Resourcing

The school follows a two-year rolling programme of topic titles based on the New National Curriculum. From these titles, skills-based, medium-term objectives ('I can' statements) are derived within triplet groups. Teaching is frequently cross-curricular.

Planning is also discussed at staff meetings in order to ensure coverage in line with the requirements on the new National Curriculum.

In-school topic boxes, artefacts, books and props are kept in a central store, and are enhanced as funds allow. The school also receives topic loan boxes on a half termly basis.

Assessment, Recording and Reporting

Children's attainment is assessed in individual lessons, whether the children's work is written or takes some alternative form. This formative assessment informs the direction in which learning is taken forward in the next week's planning and teaching. Collectively, assessment made during lessons leads to an overall assessment at the end of each unit.

Assessment will be in accordance with the schools assessment policy which is followed throughout the school. The assessment of pupils work can provide information for pupils, teachers and parents:

- 1) to enable pupils to reflect upon and celebrate achievement;
- 2) to help plan for progression, continuity and target setting for pupils, and to inform planning for future work of whole classes and individual pupils.
- 3) to communicate achievement and identify areas for further development to pupils, parents and teachers.
- 4) to evaluate the effectiveness of teaching and learning.

Assessment is an integral part of teaching and learning and based upon teachers' judgements of pupil attainment and progress. Assessment is built in to the planning of learning experiences and clearly related to the learning outcomes (I can statements) that are proposed. Assessment activities should be wide ranging and matched to the pupils' ability i.e. differentiated by task or by outcome, through appropriate support and resource provision. At the end of each term, teachers will judge whether the student has reached the national expectations for their year group and this will be recorded and referred to in students' progress reports. Teachers will identify (during or after each lesson) whether a child has **exceeded** national expectations, is working as is **expected** for their year group or is **emerging**/working-towards the national expectations using a RAG rating system.

Forms of Assessment

A wide variety of assessment procedures should be used to provide opportunities for pupils to achieve across a range of contexts. Activities resulting in written or oral outcomes, project material, models, practical fieldwork, role-play, video/audio presentations factual recall, observations display work may provide a basis for assessment. Pupils will be encouraged to evaluate their own work.

Recording and Reporting

Assessment and Recording begin in Reception and continue throughout the school. Reporting on a child's progress in History is a statutory requirement. An annual report relating to their child's progress in History is sent to parents.

Special Educational Needs; Inclusion; Equal Opportunities; Education for a culturally diverse society.

At St. Luke's Primary School we recognise the responsibility of all schools to provide a broad and balanced curriculum for all pupils. In history the National Curriculum is the starting point for planning a curriculum that meets the specific needs of individuals and groups of pupils. We have adopted the statutory inclusion statement on providing effective learning opportunities for all pupils. When planning teachers will modify, as necessary, the National Curriculum programmes of study to provide all pupils with relevant and appropriately challenging work at each key stage, in order to provide a more inclusive curriculum which:

- A. sets suitable learning challenges
- B. responds to pupils' diverse learning needs
- C. overcomes potential barriers to learning and assessment for individuals and groups of pupils.

A. Setting Suitable learning challenges

Teachers will teach the historical knowledge skills and understanding in ways which suit their pupils' abilities. Where necessary knowledge, skills and understanding may be chosen from earlier or later key stages so that individual pupils can make progress and show what they can achieve. Where pupils with special educational needs make extensive use of content from an earlier key stage we recognise that there may not be time to teach all aspects of the age-related programmes of study.

For pupils whose attainments are significantly below the expected levels a much greater degree of differentiation will be necessary. In these cases teachers may use the programme of study as a resource or to provide a context in planning learning appropriate to the age and requirements of their pupils. For pupils whose attainments significantly exceed the expected level, teachers will plan suitably challenging work.

B. Responding to pupils' diverse learning needs

At St. Luke's Primary School teachers planning will set high expectations and provide opportunities for all pupils to achieve so that all pupils can take part in lessons fully and effectively.

In order to ensure that they meet the full range of pupils' needs teachers are aware of the requirements of the relevant equal opportunities legislation, including the Sex Discrimination Act, 1975; the Race Relations Act 1976; and the Disability Discrimination Act, 1995.

Teachers will take specific action to respond to pupils' diverse needs by;

- a. creating effective learning environments
- b. securing their motivation and concentration
- c. providing equality of opportunity through teaching approaches
- d. using appropriate assessment approaches

C. Overcoming potential barriers to learning and assessment for individuals and groups of pupils.

Where particular pupils have learning and assessment requirements which go beyond the provision described above, and which must be addressed in order to overcome barriers to learning, for example as a result of a special educational need, disability, or linked to the pupils' progress in learning English as an additional language teachers will take account of these requirements by;

- a. making provision where necessary to support individuals or groups of pupils to enable them to participate effectively in the curriculum and assessment in both classroom and fieldwork activities. Where, because of visual or multi-sensory impairment or mobility difficulties pupils are unable to gain incidental learning of the wider world teachers will help pupils to observe and gain understanding about geographical features and the environment.
- b. Taking account of the type and extent of the difficulty experienced by the pupil. In many cases the action necessary to respond to an individual's requirements for

curriculum access will be met through greater differentiation of tasks and materials, consistent with school-based intervention as set out in the SEND Code of Practice. Where pupils need access to specialist equipment or adapted activities teachers will refer to and implement the pupils' statement of special educational needs and work closely with representatives of other agencies who may be supporting the pupil. Teachers will also help pupils to manage their behaviour and help individuals to manage their emotions so that they can take part in learning history effectively and safely.

See also School Policy Document for S.E.N.D.

Monitoring and Reviewing

The subject lead uses the two year rolling programme and engages in informal discussion with staff to ensure that the best use is made of resources and funds.

Samples of work and copies of medium-term plans are collected and kept in a file.

The subject lead looks at displays around the school to identify especially valuable examples of study. Photographs of special events and visits also provide a rich source of evidence of teaching and learning.

Management and Administration

Role of the subject lead

The history subject lead is responsible for history through the school. This includes:

- preparing policy documents
- ensuring continuity and progression from year group to year group
- providing all members of staff with guidance and access to a scheme of work to show how aims are to be achieved and how the variety of all aspects of history is to be taught
- advising on in-service training to staff where appropriate. This will be in line with the needs identified in the School Development Plan and within the confines of the school budget
- advising and supporting colleagues in the implementation and assessment of history throughout the school
- assisting with requisition and maintenance of resources required for the teaching of history. Again this will be within the confines of the school budget.
- monitoring progress over time

Role of the class teacher

- To ensure progression in the acquisition of historical skills with due regard to the new National Curriculum for history.
- To develop and update skills, knowledge and understanding of history.
- To identify inset needs in history and take advantage of training opportunities.
- To keep appropriate on-going records.

- To plan effectively for history, creating schemes of work, liaising with coordinator where necessary.
- To identify what resources are needed for their schemes of work and to liaise with the coordinator to purchase what is necessary (within the confines of the school budget).

Links with other school policies

The history policy incorporates the aims of the following policies:

Equal Opportunities

Special Needs

Health and Safety

Teaching and Learning

Gifted and Talented

References

DfEE 1999 *The National Curriculum Handbook for primary teachers in England* DfES

London