

Lewknor C of E Primary School

History Policy

March 2016 – Review March 2019

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.

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

Our aims for history are to:

- instil in the children a curiosity and understanding of events, places and people in a variety of times and environments
- develop an interest in the past and an appreciation of human achievements and aspirations
- understand the values of our society
- learn about the major issues and events in the history of our own country and of the world and how these events may have influenced one another
- develop a knowledge of chronology within which the children can organise their understanding of the past
- understand how the past was different from the present and that people of other times and places may have had different values and attitudes from ours
- understand the nature of evidence by emphasising the process of enquiry and by developing the range of skills required to interpret primary and secondary source materials
- distinguish between historical facts and the interpretation of those facts
- understand that events have a multiplicity of causes and that historical explanation is provisional, debatable and sometimes controversial

Curriculum

The children undertake a broad and balanced programme that takes account of abilities, aptitudes and physical, emotional and intellectual development. Through history the children learn a range of skills, concepts, attitudes and methods of working.

We are concerned with the process of history activities as well as the product; therefore it is important to list the skills, concepts and attitudes that the child should develop.

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 1, pupils learn about people's lives and lifestyles. They find out about significant men, women, children and events from the recent and more distant past in Britain and the wider world. They listen, and respond to stories and use sources of information to help them ask and answer questions. They learn how the past is different from the present.

Key Stage 2

During Key Stage 2 pupils learn about significant people, events and places from both recent and more distant past. They learn about change and continuity in their own area, in Britain and in other parts of the world. They look at history in a variety of ways, for example from political, economic, technological and scientific, social, religious, cultural or aesthetic perspectives. They use different sources of information to help them investigate the past both in depth and in overview, using dates and historical vocabulary to describe events, people and developments. They also learn that the past can be represented and interpreted in different ways.

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 One	Cycle Two
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	⇒ Great Fire of London ⇒ Plague	⇒ National changes (in living memory) Significant people – Florence Nightingale/ Roald Dahl
Lower Juniors Years 3 & 4	⇒ Romans - their invasion and impact on Britain. UK map regions ⇒ Stone Age to Iron Age	⇒ Anglo Saxons ⇒ Egyptians
Upper Juniors Years 5 & 6	⇒ The Tudors ⇒ Ancient Greeks	⇒ Non-European study ⇒ The WW's

Progress and Achievement

Children are monitored on a regular basis to check progress. We encourage all pupils to take responsibility for their own and their peers learning. A range of Assessment for Learning strategies are used, for example peer marking - the children regularly peer mark and are encouraged to comment on each other's work using vocabulary related to the skill taught, evaluation, self-assessments (children are encouraged to make personal assessments of their own work through evaluating activities and identifying what they need to improve), traffic-lighting to show achievement against objectives and success criteria, the use of talk partners and end of unit teacher/pupil evaluation. 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, through a book scrutiny and lesson observations.

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 text 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.