

St George's primary school History Policy

Introduction

At St George's Primary School we are committed to providing all children with learning opportunities to engage in history. This policy reflects St George's 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 which 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.

Aims

The new 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.

Attainment targets

By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.

Subject content

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

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 should 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 [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries]
- 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 [for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell]
- 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 should 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.

HISTORY- Subject content for year groups

Year	Autumn	Spring	Summer
N	Develop an awareness of the past, using common words and phrases relating to the passing of time. Link to artefacts and stories and Learning Away	Develop an awareness of the past, using common words and phrases relating to the passing of time. Link to artefacts and stories and Learning Away	Develop an awareness of the past, using common words and phrases relating to the passing of time. Link to artefacts and stories and Learning Away
R	Develop an awareness of the past, using common words and phrases relating to the passing of time. Link to artefacts and stories and Learning Away	Develop an awareness of the past, using common words and phrases relating to the passing of time. Link to artefacts and stories and Learning Away	Develop an awareness of the past, using common words and phrases relating to the passing of time. Link to artefacts and stories and Learning Away
1	Events beyond living memory that are significant nationally or globally e.g. Remembrance day.	Changes within living memory e.g. Myself, toys etc.	Significant historical events, people and places in their own locality e.g. local town hall, famous local person.
2	.Events beyond living memory that are significant nationally or globally e.g. Remembrance day.	Compare the lives of significant individuals e.g. Neil Armstrong and Christopher Columbus Link with PoR Man on the Moon	Significant historical events, people and places in their own locality John Murphy (Governor and local historian)
3	The achievements of the earliest civilisations Ancient Egyptians		Roman Empire and its impact on Britain

4		The achievements of the earliest civilizations e.g. The Shang Dynasty or Benin (West Africa)	Local history study Furness Abbey & Piel Island (Dissolution of the monasteries)
5		The achievements of the earliest civilizations <i>Ancient Greece</i>	Local history study Effects of WWII on Barrow Dock museum
6		Britain's settlements Viking raids and invasions	Changes in an aspect of social history Crime and punishment

These plans are subject to revision in the light of experience

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.

As well as making its own distinctive contribution to the school curriculum, history contributes to the wider aims of primary education. Here at St Georges teachers ensure that links between subjects are maximized.

English

History contributes significantly to the teaching of Literacy by actively promoting the skills of reading, writing, speaking and listening. Some of the texts that we use in Literacy are 3 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
- They go on visits to museums and places of interest
- They have access to secondary sources such as books and photographs
- Visitors talk about personal experiences of the past
- They listen to and interact with stories from the past
- They undertake fieldwork by interviewing family and older friends about changes in their own and other people's lives
- They use drama and dance to act out historical events
- They are shown, or use independently, resources from the internet, CD ROMs and videos
- They are able to use non-fiction books for research
- They are provided with opportunities to work independently or collaboratively, to ask as well as answer historical questions.

SEND/G+T provision

St Georges has a responsibility to provide a broad and balanced curriculum for all pupils. 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.

To include all pupils Teachers will:

- setting common tasks which are open-ended and can have a variety of responses

- setting tasks of increasing difficulty. Not all children complete all tasks
- grouping children by ability in the room and setting different tasks for each ability group
- providing resources of different complexity depending on the ability of the child
- using classroom assistants to support children individually or in groups

These principles allow us to:

- choose objectives for pupils with SEN and/or disabilities that are different from those of the rest of the group, or modify the curriculum to remove barriers so all pupils meet the same objectives.

History curriculum planning

At St Georges Primary School history is taught through a topic approach alongside Design & Technology, Geography and Art. 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. Class teachers complete a single plan for each history lesson. These list the specific learning objectives, process success criteria for each lesson and detail how the lessons are to be taught along with details of any support or resources needed.

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 others 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), Highlighting 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

At St George's School 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, and marking work will be guided by the school's Marking Policy.

Monitoring

Monitoring takes place regularly through sampling children's work, and teacher planning, through 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 history coordinator. The work of the coordinator involves supporting colleagues in the teaching of history, being informed about current developments and competitions in the subject, and providing a strategic lead and direction for the subject in the school.

Resources

The history coordinator is 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 in a particular topic or area of history could be invited into school to work with the children. These might be governors, parents, grandparents, other family members, neighbours or representatives of the local community.

Policy monitoring

The History coordinator is responsible for the monitoring of the implementation of this policy. They will report to the Head teacher on the effectiveness of the policy and to the governing body upon its review.

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