



## **Redesdale Primary School**

### **History Policy**

#### **Introduction**

This policy outlines the purpose, nature and management of the teaching and learning of History in our school. It has been adopted by the staff of Redesdale Primary School. This policy outlines the guiding principles that school will implement in relation to History in the National Curriculum. It is reviewed periodically.

The implementation of this policy is the responsibility of all the teaching staff.

#### **Rationale for history teaching**

History should be concerned with stimulating the children's interest and understanding about the life of people who lived in the past. We aim for the children to develop a sense of identity and a cultural understanding based on their historical heritage. We teach children to understand how events in the past have influenced our lives today; we also teach the children to investigate these past events and, by so doing, develop the skills of enquiry, analysis, interpretation and problem solving.

#### **Aims for the teaching of history at Redesdale Primary School**

At Redesdale Primary School, we will provide quality teaching and learning of History. We aim:

- To promote an interest in the past;
- To develop an understanding of events over time and in a chronological structure;
- To learn about the roles that individuals and events have played in shaping modern society;
- To develop an ability to investigate and interpret different versions of past events;
- To learn to study historical evidence and to ask and answer questions about the past;
- To develop the ability to communicate historical knowledge and understanding using a variety of techniques;
- To encourage children to understand other people, their beliefs, thoughts, values and experiences;
- To develop an awareness of the world around them;
- To develop an understanding of society and their place within it, so that they acquire a sense of their cultural heritage;
- To develop a knowledge and understanding of historical development in the wider world.

#### **Through history, we can also:**

- Improve pupils' skills in literacy, numeracy and ICT;
- Develop pupils' thinking skills;
- Promote pupils' awareness and understanding of gender, cultural, spiritual and moral issues;

- Develop pupils as active citizens;
- Develop independent learning and collaborative skills.

### **Skills and Attitudes**

We seek to encourage children to develop the following skills and attitudes:

- Empathy;
- Interpretation of primary and secondary sources relating to the past;
- Historical enquiry;
- Communicating understanding of History dramatically, verbally and in written formats;
- Research.

### **The Role of the History Subject Leader is:**

- Taking the lead in the development, evaluation and amendment of teaching and learning;
- Acting as a consultant to colleagues on resources, visits, visitors, curriculum changes, classroom teaching and learning ideas;
- Monitoring and evaluating pupils' work, pupils' views about the subject and displays around school;
- Monitoring and evaluating teachers' planning to ensure progression and coverage of the curriculum;
- Reviewing and revising policy;
- Liaising with the School Governor with responsibility for History;
- Contributing to the school development plan;
- Auditing resources and ordering resources when needed;
- Keeping up to date with developments in history and disseminating information to the rest of the teaching staff;
- Leading staff meetings as appropriate;
- Attending relevant in-service training and prompting others about relevant training.

The subject leader has specially-allocated time for reviewing and monitoring teaching and learning across the school.

### **Foundation Stage**

History in the Foundation Stage is taught under the umbrella of 'Knowledge and Understanding of the World' from the EYFS. The children are supported in developing the knowledge, skills and understanding that helps them to make sense of the world. The pupils are encouraged to talk about their families and past and present events in their lives. They are beginning to gain knowledge and understanding of the world through:

- Photographs
- Listening to stories and memories of older people
- Role play activities
- Discussing events in the past and their own personal lives
- Sequencing events to gain a sense of time

## **Key Stage 1**

The National Curriculum Programme of Study at Key Stage 1 focuses on developing children's 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. Children 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.

In lessons, to ensure the progression described above through teaching about the people, events and changes outlined below, teachers are often introducing pupils to historical periods that they will study more fully at Key Stage 2.

Pupils should be taught about:

- 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**

The National Curriculum Programme of Study at Key Stage 2 should continue to allow children 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. Children 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.

In planning to ensure the progression, teachers should combine overview and depth studies to help pupils understand both the long arc of development and the complexity of specific aspects of the content.

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

### **Recording of History**

Pupils are encouraged to record their work using a variety of methods and therefore communicate their findings to others. These may include written or verbal reports, charts, collage, models, pictures and role play activities. Examples of children's work will be retained to provide evidence of on-going history, including photographic evidence of displays, presentations, visiting speakers and historical visits.

### **Classroom management**

We develop knowledge, skills and understanding in history lessons through a topic-based approach.

Planning is completed on the school medium term plan pro-forma to illustrate skill development, lesson content, learning objectives, resources, differentiation and assessment. As we understand that there are many different history abilities in each class, we ensure that each topic has sufficient differentiation to allow all children to work at their level of challenge. Planning is monitored regularly to ensure a balanced coverage of subject content in topics. Copies of planning are stored in Class Share folders on the school's network.

### **Cross Curricular links in History**

#### **English**

History contributes significantly to the teaching of Literacy in our school by actively promoting the skills of reading, writing, speaking and listening. Some of the texts that are used in Literacy lessons 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 and through using writing frames.

#### **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 time-lines. Children learn to interpret information presented in graphical or diagrammatic form.

#### **Computing**

We use computing in history teaching where appropriate. Children use computing in history to enhance their skills in data handling and in presenting written work, and they research information using the Internet. Each teacher ensures it is used as a teaching tool where appropriate, and provides opportunities for children to also use it.

## **Personal, Social and Health Education (PSHE)**

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. Social education in history encourages pupils to think about what past societies have contributed to our culture today. They learn how to recognise and challenge stereotypes, and start to develop tolerance and respect for others.

## **Spiritual, moral and cultural development:**

Spiritual education in history involves the mystery of how and why events in the past happened and their many causes, and helping pupils to a realisation that events did not have to happen that way, they could have taken other directions. It also involves realising the incredible significance that some individuals have had in the past, the distortions that can take place through time and the multitude of different interpretations that can be made about one single event. History allows pupils to see the similarities between people now and in the past and sometimes through sources and artefacts we feel that we can almost reach and touch them. Moral education in history involves pupils being encouraged to comment on moral questions and dilemmas. History is a story of right and wrong and pupils develop the ability to empathise with the decisions which ordinary people made at the time, based on their historical situation. Cultural education involves pupils developing a better understanding of our multicultural society through studying links between local, British, European and world history.

## **Assessment**

Children's progress should be monitored through observation and by using planning and learning objectives.

## **Marking**

Feedback to pupils should be provided on their attainment against the objectives of history. Pupils are encouraged to improve their own learning performance through the school marking policy.

## **Monitoring and Evaluation**

History will be monitored throughout the school by the history subject leader. The history subject leader will monitor history books and schemes of work to ensure that the Programmes of Study are being effectively taught and match the needs and abilities of the pupils.

Lessons ideally will also be monitored to help promote quality of learning and standards of achievement in history.

## **Inclusion**

### **Equal Opportunities**

- We plan our classroom activities to challenge and involve all pupils appropriately, according to age and capability, ethnic diversity, gender and language background
- We are aware of different learning styles and the need to allow pupils to be able to work in their preferred learning styles for some of the time

- We use materials for teaching which avoid stereo-typing, and bias, towards race, gender, role or disability
- We deal with such issues clearly and sensitively when they arise

### **Differentiation**

We teach history to all children, whatever their ability. History forms part of the school curriculum policy to provide a broad and balanced education to all children. Through our history teaching, we provide learning opportunities that enable all pupils to make progress. We do this by setting suitable learning challenges and responding to each child's different needs. Assessment against the National Curriculum allows us to consider each child's attainment and progress against expected levels. We use a range of strategies to support pupils. A few of these, particularly relevant to history are:

- The use of appropriate vocabulary at varying levels of difficulty during lessons;
- Modified text passages as expected in other curriculum areas;
- Different levels of written or oral questions for pupils investigating photographic or other visual material;
- Careful use of support for pupils with English as an additional language.

### **For our gifted and talented pupils, we will expect:**

- Teachers to provide teaching and learning experiences that encourage pupils to think creatively, explore and develop ideas, and try different approaches. Pupils should be encouraged to set their own questions, offer ideas, suggest solutions or explanations, and reflect on what they have heard, seen or done in order to clarify their thoughts.
- Greater independence in working, e.g. a pupil to be able to carry out their own simple historical enquiry.
- Provide real-life research and presentation opportunities, for example carrying out interviews with local people and collating the results.
- Avoid giving gifted pupils additional writing tasks and encourage them instead to communicate their understanding in a variety of ways, giving them responsibility for choosing and evaluating the most appropriate method.
- Provide opportunities within history for pupils to develop their skills in other areas, such as intrapersonal skills (for example, opportunities to use initiative), and interpersonal skills (for example, leadership and group membership). These opportunities also relate to the key skills of working with others and improving own learning and performance.

### **Resources**

Resources are stored largely in historically themed boxes for staff access when required.

The school's resource base includes artefacts, primary and secondary source documents, photographs and audio/visual materials. We make use of interactive, online activities and websites to support teaching and learning.