



BANKS ST STEPHEN'S

HISTORY POLICY

INTRODUCTION

This document is a statement of the aims, principles and strategies for the teaching and learning of History at Banks St. Stephen's CE Primary School. It was developed through consideration of the demands of the 2014 National Curriculum and the needs of our children.

THE PURPOSE OF THE STUDY OF HISTORY

A high-quality history education will help pupils gain a coherent knowledge and understanding of Britain's past and that of the wider world. It should inspire pupils' curiosity to know more about the past. Teaching should equip pupils to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. History helps pupils to understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time.

Adapted from the 2014 DfE Geography Programme of Study

AIMS

At St. Stephen's School our aim is:

- To foster in children an interest in the past and to develop an understanding that enables them to enjoy all that history has to offer.
- To enable children to know about significant events in British history and to appreciate how things have changed over time

- To develop a sense of chronology and develop their use of historical vocabulary and terms.
- To understand how Britain is part of a wider European culture and to study some aspects of European history.
- To have some knowledge and understanding of historical development in the wider world.
- To help children understand society and their place within it, so that they develop a sense of their cultural heritage.
- To develop in children the skills of; enquiry, investigation, analysis, evaluation and presentation so that they may become active learners.

THE PRINCIPLES OF THE TEACHING AND LEARNING OF HISTORY

The teaching of history involves the acquisition of the key skills of learning:

- Chronology
- Range and depth of Historical Knowledge
- Interpretations of History
- Historical Enquiry
- Organisation and Communication

The children will be encouraged to communicate these areas of learning in a variety of meaningful ways. The National Curriculum lays down a framework of objectives to be covered, which can be enhanced by teachers' own expertise and by child led enquiry, stimulated by current events which the children have found interesting and thought provoking. In this way, the children can make those important connections and history can become real and tangible.

THE LEARNING CYCLE:

PLANNING, TEACHING AND ASSESSMENT (INTENT, IMPLEMENTATION, AND IMPACT)

PLANNING (INTENT)

We follow the key learning outlined in the National Curriculum 2014 and have structured our programmes of study according. We ensure that we provide a rich curriculum that is accessible for all children. We offer opportunities for children of all abilities to develop their understanding and skills in each unit.

Progression of skills is planned into these schemes of work so that the children are increasingly challenged as they move through school.

History is taught as a discrete subject throughout the school, but we encourage cross curricular and creative links throughout the curriculum to enhance the learning and acquisition of knowledge, skills and vocabulary of history.

TEACHING (IMPLEMENTATION)

THE FOUNDATION STAGE

Learning in Nursery and Reception is based on the objectives set out in the Foundation Stage Early Learning Goals. The objectives which relate most closely to history are those in the 'Understanding the World' section, particularly in The World and People and Communities.

KEY STAGE ONE

In KS1, children develop an awareness of the past, using common historical vocabulary and phrases relating to the passing of time. They are taught where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. The children are encouraged to ask and begin to answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. They use sources and artefacts firsthand, in order to develop their understanding of the ways in which we find out about the past and the different ways in which it is represented.

Children will be taught:

- changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life such as toys now and then.
- events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, Remembrance Sunday, The Gunpowder Plot]
- the lives of significant individuals in the past who have contributed to national and international achievements (Christopher Columbus & Neil Armstrong). The individuals will be used to compare aspects of life in different periods

- significant historical events, people and places in their own locality (Houses and Buildings in Banks, Seaside Holidays in Southport).

KEY STAGE TWO

In Key Stage 2, the 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. They will begin to note connections, contrasts and trends over time and develop the appropriate use of historical vocabulary and terms. They will address and begin to 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.

Children will be taught:

- Changes in Britain from the Stone Age to the Iron Age and the impact of the discovery of bronze and iron and the implications this had on the move from nomadic hunter gatherers to the development of early arable farming.
- Investigate the Roman Empire and its motivation for invading Britain. Identify the strengths of the Romans and the impact they had upon Britain and its native tribes.
- Understand Britain's settlement by Anglo-Saxons and Scots, their culture, beliefs, and influence on Britain's society.
- Study the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor. Understand the Viking invasions and raids and the battle to unify England.
- Understand an aspect of history or a site dating from a period beyond 1066 that is significant in the locality. For example, the draining of Martin Mere and its impact on the people and the local area. The introduction of the Railways and the growth of the Industrial Revolution in and around the locality.
- Study an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066, such as the Tudors and the break with Rome.

- Investigate achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of Ancient Egypt.
- Research Ancient Greece, focusing upon Greek life and achievements and their influence on the western world.
- Understand that a non-European society can provide contrasts with British history. For example, early Islamic civilization, including a study of Baghdad c. AD 900

ASSESSMENT (IMPACT)

Teachers will assess the impact of the activities covered in the children's learning during every lesson. These judgements inform subsequent lessons and activities. Verbal or written feedback is given to children to help to guide their progress. At the end of a unit of work teachers make summative assessment judgements against those objectives and skills covered, using Lancashire KLIPs for support. At the end of each term, these judgements are recorded as entering (E), developing (D), secure (S) or exceeding (Ex) This information is discussed with parents at Parents Evenings and in the annual written report. Children's progress is also discussed with the child's next teacher in preparation for their next year at school.

CROSS – CURRICULAR LINKS

Whenever possible and appropriate, cross-curricular links should be identified. The Romans Topic for example, lends itself to work on the materials and their properties, in science; the number system in maths linked to chronology and timelines; stories and non-chronological reports, poems in English and mosaics in art.

Such cross-curricular links can develop vocabulary, extend understanding, and enhance the enjoyment for the children.

HISTORY'S LINKS WITH: EQUAL OPPORTUNITIES, INCLUSION, BRITISH VALUES AND POSITIVE MINDSET

All children will be given access to history irrespective of race, gender, creed, nationality or level of ability. Mutual respect and tolerance for all cultures are promoted through the study of history. This corresponds with the school's policy of providing a broad and balanced education for all children.

Through our history teaching we aim to provide learning opportunities that enable all children to make good progress, striving to engage pupils with special educational needs, those with disabilities, EAL and the gifted and talented.

We aim to encourage children to think analytically about their historical learning, using their growing understanding and skills to find information for themselves, to learn to formulate their own questions and develop their problem-solving abilities.

We actively promote the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those of different faiths and beliefs. These concepts are explored through our history curriculum and in all subjects but in Religious Education and PSHE and Citizenship where children can deepen their understanding. We do this through Schools Council, regular visits to the local community (Generation Club, Choir), visitors to the school and through organised Museum and educational visits.

RESOURCES

Most of the History resources are stored centrally on the Year 5/6 corridor. We also have Historical topics covered in the school library and as we subscribe to the Lancashire Museum Loans Service. We subscribe to the Lancashire Library service and have online membership with the Historical Association and Key Stage History.

POLICY EVALUATION

This policy is a working document and will be reviewed at least every 2 years.

Reviewed June 2020

Review due June 2022