

***Duke Street  
Primary School***



***History Policy  
2015/16***

## Introduction

This policy outlines the teaching, organisation and management of history taught and learnt at Duke Street Primary School.

The policy has been drawn up as a result of staff discussion and has the agreement of the Governing Body. The implementation of this policy is the responsibility of all teaching staff. The responsibility for monitoring and reviewing the content within this subject area is to be reviewed by the history subject leaders Louis Reay and Emma Young.

## Aims and objectives

The aim of history teaching here at Duke Street Primary School is to stimulate the children's interest and understanding about the life of people who lived in the past. We teach children a sense of chronology, and through this they develop a sense of identity and a cultural understanding based on their historical heritage.

We aim to provide an opportunity for all children to experience a balanced curriculum and to develop academically, morally, physically and socially according to their own capabilities and needs in a well-balanced and friendly atmosphere in which each child feels valued. They learn to value their own and other people's cultures in modern multicultural Britain and, by considering how people lived in the past, they are better able to make their own life choices today. We teach children to understand how events in the past have influenced our lives today; we also teach them to investigate these past events and, by so doing, to develop the skills of enquiry, analysis, interpretation and problem-solving.

Duke Street Primary School aims to:

- Provide pupils with a secure, caring and stimulating learning environment –
- Promote self-discipline, moral values and self-esteem –
- Set challenging yet realistic goals in order to allow each child and member of staff to reach his or her full potential –
- Encourage an enthusiastic attitude to teaching and learning through a well-balanced and varied curriculum –
- Work in partnership with parents to provide the best *for* each child in order to get the best *from* each child –
- Learn from each other, learn with each other and learn on behalf of each other as part of a networked learning community –
- Offer colleagues an enjoyable, positive and welcoming environment in which to work, fostering both team commitment and the well-being of everyone within our school community –

## **National Curriculum (2014) aims and objectives:**

### **Purpose of study**

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.

### **National Curriculum 2014 Aims**

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.

### **Teaching and Learning**

#### **Content:**

Duke Street Primary School is developing a skills based curriculum taking support from Chris Quigley 'Essentials' and The New National Curriculum 2014.

Classes follow a 'Creative Hook' to start the learning of a theme and plan for progression taking into account children's individual learning styles. This approach enables children to take responsibility for their own learning by suggesting the path we, the teachers', take when planning our topic based curriculum.

Underpinning all teaching and learning in History is capturing the children's imagination and curiosity to learn. The start of each theme begins with a hook starter to engage the children and give them a purpose for learning and an enthusiasm to

find out more. Visits, links and comparisons with other schools around the world, and theme days are built into each unit and planned for at the start of each theme. The skills are revisited and embedded over time to enable the children to gain a deeper understanding, to then apply these skills throughout the curriculum.

We inspire and capture the imagination of the children through the progressive skills which are taught through Chris Quigley's milestones, following the 'Creative Themes for Learning'.

### **Key Stage 1 themes:**

Cracking Ideas

Great and Ghastly Events

Let's Remember

### **Key Stage 2 themes:**

Buildings

Rich and Poor

Language

The Arts

Transport and Trade

Conflict

Achievements and Legacies

Beliefs

### **We use these 'Creative themes for Learning' to enable children to develop:**

- An excellent knowledge and understanding of people, events, and contexts from a range of historical periods and of historical concepts and processes.
- The ability to think critically about history and communicate ideas very confidently in styles appropriate to a range of audiences.
- The ability to consistently support, evaluate and challenge their own and others' views using detailed, appropriate and accurate historical evidence derived from a range of sources.
- The ability to think, reflect, debate, discuss and evaluate the past, formulating and refining questions and lines of enquiry.

- A passion for history and an enthusiastic engagement in learning, which develops their sense of curiosity about the past and their understanding of how and why people interpret the past in different ways.
- A respect for historical evidence and the ability to make robust and critical use of it to support their explanations and judgments.
- A desire to embrace challenging activities, including opportunities to undertake high-quality research across a range of history topics.

**Our Key Indicator objectives for History in KS1 will look at:**

- The lives of significant individuals in Britain's past who have contributed to our nation's achievements - scientists such as Isaac Newton or Michael Faraday, reformers such as Elizabeth Fry or William Wilberforce, medical pioneers such as William Harvey or Florence Nightingale, or creative geniuses such as Isambard Kingdom Brunel or Christina Rossetti.
- Key events in the past that are significant nationally and globally, particularly those that coincide with festivals or other events that are commemorated throughout the year.
- Significant historical events, people and places in their own locality.
- Investigate and interpret the past
- Build an overview of world history
- Understand chronology
- Communicate historically

**Our Key Indicator objectives for History in KS2 are:**

- 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.
- A local history study.
- A study of a theme in British history.
- Early Civilizations achievements and an in-depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty.

- Ancient Greece.
- A non- European society that contrasts with British history chosen from:
  - Early Islamic Civilization
  - Mayan Civilization
  - Benin.
- Investigate and interpret the past
- Build an overview of world history
- Understand chronology
- Communicate historically

### **Planning, Assessing and Monitoring**

#### **Planning**

We teach history through a Chris Quigley © themed based approach and ensure skills and objectives from the National Curriculum for history, are incorporated into our curriculum planning. We ensure that there are opportunities for children of all abilities to develop their skills and knowledge and we build progression into the schemes of work so that the children are increasingly challenged as they move up through the school, deepening their learning and understanding. Our medium-term plans give details of each unit of work for each term. The subject leader keeps and reviews these plans on a regular basis. Because we have some mixed-age classes, we carry out the medium-term planning on a two-year rotation cycle. By so doing, we ensure that children have complete coverage of the National Curriculum, but do not have to repeat topics

An overview of the program of study throughout the school can be seen in the termly curriculum overview. Staff also plan using MTP for their department, and as an overview to the sequence of lessons, ensuring that the skills and objectives are covered. A class teacher writes an outline for each lesson (short-term plans). These list the specific learning objectives of each lesson.

#### **Assessment**

Children demonstrate their ability in history in a variety of different ways. Younger children might, for example, act out a famous historical event, whilst older pupils may produce a PowerPoint presentation based on their investigation, for example, of voyages of discovery. Teachers will assess children's work by making informal judgements during lessons. On completion of a piece of work, the teacher assesses the work and uses this information to plan for future learning. Written or verbal feedback is given to the child to help guide his or her progress. Older children are encouraged to make judgements about how they can improve their own work.

At the end of the year teachers make a summary judgement about the work of each pupil in relation to the National Curriculum level of attainment. We use these grades as a basis for assessing the progress of the child, and we pass this information on to the next teacher at the end of the year.

The history subject leader keeps samples of children's work in a portfolio. These portfolios demonstrate what the expected level of achievement is in history for each age group in this school. Subject leaders will attend the CHIP curriculum moderation meetings termly to moderate work within national expectation guidelines.

Part of the assessment devised by Chris Quigley © is used to assess the depth of learning and understanding within History following the categories of BASIC, ADVANCING and DEEP within each milestones.

The milestones are structured like this:

- Milestone 1 – Year 1 and 2
- Milestone 2 – Year 3 and 4
- Milestone 3 – Year 5 and 6

Any children assessed as below the basic milestone will be assessed as below basic. Teachers in milestone 2 and above may track back to the previous milestones to ensure their learning needs are met within the subject. Milestone 1 teachers may wish to refer to Early Learning Goals.

### **The Early Years Foundation Stage**

We teach history in the reception class as an integral part of the topic work covered during the year. As the reception class is part of the Early Years Foundation Stage we relate the history aspect of the children's work to the objectives set out in the Early Learning Goals (ELGs) which underpin the curriculum planning for children aged three to five. 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 vocabulary (e.g. "new" and "old") in relation to their own lives.

### **Monitoring and review**

The coordination and planning of the history curriculum are the responsibility of the subject leader, who also:

- supports colleagues in their teaching, by keeping informed about current developments in history and by providing a strategic lead and direction for this subject;
- gives the headteacher an annual summary report in which the strengths and weaknesses in history are evaluated and the areas for further improvement are indicated;

- uses specially allocated regular management time to review evidence of the children's work and to monitor and evaluate the progress made by children in history across the school.

The quality of teaching and learning in history is monitored and evaluated by the headteacher as part of the school's agreed cycle of monitoring and evaluation.

Annual moderation with other schools in the CHIP cluster will take place to assess and compare children's work in line with national expectations.

In house whole school moderation will be carried out along side books scrutiny and child conferencing. Staff will be given an opportunity to see other colleagues' work and coverage to ensure consistency across all departments.

## **Resources**

There are sufficient resources for all history teaching units in the school. We keep these resources in a central store, where there is a box of equipment for each unit of work. The library contains a good supply of topic books and software to support children's individual research.

Signed:

Mr Louis Reay: \_\_\_\_\_

Miss Emma Young: \_\_\_\_\_

Date: 18.01.16

This policy will be reviewed at least every three years or sooner if necessary.