



History
Policy

The importance of history to the curriculum

History is all about people. The study of people of different types from different times and different places is the most important aspect of our work. History fires pupils' curiosity about the past in Britain and the wider 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, pupils 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.

The aims of history and how these contribute to the school's aims

History at Maryport Church of England Primary School aims to provide pupils with a thorough understanding of the past of both Britain and the wider world. We aim to ensure that children are able to think critically when examining evidence and can develop their own opinions, which they can then back up with their historical knowledge.

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 and to use everyday language related to time. 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 planning 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

Teaching and learning

In line with the school's teaching and learning policy, in history teachers:

- start from pupils' own experiences, interests and prior learning;
- revisit and build on pupils' prior knowledge, understanding and skills;
- organise learning around questions that engage and challenge all pupils;
- make it clear what and how pupils are expected to learn and what they are expected to improve;
- give clear explanations using relevant examples and analogies;
- use a wide variety of resources and approaches;
- encourage pupils to think for themselves;

- show pupils how to communicate their findings in a variety of ways;
- show pupils how to connect what they learn in history with other subjects;
- encourage pupils to enjoy and engage in "doing" history;
- should be reflective about their teaching and the impact that it has on the pupils' acquisition of historical knowledge, understanding and skills.
- allow pupils to 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.

The Role of the History Co-ordinator is:

- Taking the lead in the development, evaluation and amendment of schemes of work as and when necessary.
- 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, displays and teachers' planning.
- 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 training and prompting others about relevant training

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.

Cross Curricular links in History

We actively encourage inter-curricular links between subjects across the school to support children with making links, using and applying knowledge and skills in a variety of ways and supporting teachers to assess children's knowledge and application more effectively.

English

History contributes significantly to the teaching of English 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.

Maths

History teaching contributes to the teaching of mathematics in a variety of ways. Children learn to use numbers, time, Roman Numerals, etc. 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 appropriate and engaging opportunities for children to also use it.

Personal, Social, Health and Citizenship Education (PSHCE)

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. They learn how to recognise and challenge stereotypes. They learn how society is made up of people from different cultures and start to develop tolerance and respect for others.

Monitoring and Evaluation

History will be monitored throughout the school by the History Co-ordinator who will be responsible for gathering samples of curriculum work, monitoring planning, reviewing pitch and expectations across the across the School. The History Co-ordinator will also monitor history books and planning to ensure that the Programmes of Study are being effectively taught and match the needs and abilities of the pupils. Lessons 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 stereotyping, and bias, towards race, gender, role or disability.
- We deal with such issues clearly and sensitively when they arise.

Differentiation

At our school 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

Children are quizzed at the beginning and the end of every topic to provide a measure of their knowledge at the beginning compared to the end. This allows the teachers to clearly see any progress made by the children.

Resources

Each teacher is aware of where the History resources in school are held. An inventory of resources will be held and regularly updated by the subject leader. The resources used will provide a variety of information about the people and places being studied and be

suitable for the ages and abilities of pupils. These will include:

- the children's own experiences
- experiences of people known to them
- the experiences of visitors and invited guests
- the classroom, school and its grounds
- the local environment
- the use of story, pictures, illustrations, photographs, artefacts, textbooks, reference materials and maps
- termly topic boxes from the library services
- subscription to Key Stage History to support with artefacts and ideas for planning

Marking and Feedback

To follow the Marking and Feedback Policy.

Review and Evaluation

This policy will be reviewed in September 2021.