



St. Nicholas C of E Primary School

History Policy

Our Vision Statement

“To maximise the learning potential of every pupil within the love of God.”

Date reviewed: September 2020

Reviewed by: M. Galazka

Approved by governors: October 2020

Date of next review: Autumn 2023

1. Intent

At St Nicholas, we believe 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.

Implementation

Through a robust curriculum, children will be taught the skills and knowledge required to excel in History. Skills, including ordering, comparing, questioning, analysing, justifying and discussing, progress through the school as the children develop and deepen their understanding. Topics and their related sources vary in format and depth to continually develop the children's historical skillset. Teachers will have the necessary knowledge and resources in order to deliver high quality history lessons.

Impact

By the end of children's St Nicholas journey, they will have acquired the knowledge, skills and a passion in history to prepare them for life in the wider world.

This policy should be read with reference to the Lancashire Agreed Syllabus. The document is intended for all teachers, governors, parents and inspection teams. It is stored in digital format on the server and is accessible to all staff and Governors. It is also available to parents, inspection teams, other schools and the LA on request.

Responsibility for this policy is held by the governors, together with the Headteacher and History Co-ordinator. It was drawn up by the History Co-ordinator in consultation with the Headteacher.

2. Our Aims

Our main aim in teaching history is to encourage all children to become historians and:

- To develop an interest in and curiosity about the past
- To appreciate human achievement and aspirations
- To develop an awareness of the values of different societies from the past
- To contribute to the understanding of other cultures and countries
- To learn about the major issues of the past and how they have affected the present (e.g. the Democratic process in Athens and how we vote in Britain – link with Citizenship)
- To develop the concept of change over time
- To encourage enquiry and varied methods of communication
- To explore artefacts and other historical resources such as pictures
- To appreciate different points of view, values and attitudes

- To use chronological terms with understanding, recognising similarities and differences.

3. The Importance of History within the Curriculum

Historical study gives children the opportunity to use and extend their reading and research skills. They can develop investigative and deductive powers through the study of artefacts and other resources. Through discussion they can improve speaking and listening skills and begin to use critical analysis. Their interpretation of opinion and fact can help to extend reasoning skills beyond the literal.

History gives the opportunity for a range of different teaching and learning styles. Group work will encourage co-operation and differentiated work will help individual children use and develop skills at their own level. It lends itself to drama and role-play as well as enrichment through visits and guest speakers.

The use of written work in History provides opportunities for literacy skill development; writing for a purpose, letters, diaries, reports, etc. Cross-curricular themes can be developed.

In History, pupils 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.

The purpose of studying history is to develop an awareness and understanding of chronology, change over the passage of time and the past influences which impact upon all aspects of our lives. Study through a variety of approaches and methods should help pupils to make sense of the world in which they live.

The 2014 curriculum specifies four key areas of study in History:

- Chronology
- Communication
- Events, people and changes
- Enquiry, interpretation and using sources

Planning for History in St Nicholas takes account of each of these areas.

At Key Stage One

Pupils develop an awareness of the past, using common words and phrases relating to the passing of time. They learn 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 experience a wide vocabulary of everyday historical terms. They are encouraged to 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 are taught to understand some of the ways in which we find out about the past and identify different ways in which it is represented.

All Key Stage One pupils should experience lessons in:

- 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 examples see full programme of study]
- Significant historical events, people and places in their own locality.

At Key Stage Two

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.

All Key Stage Two pupils should experience lessons in:

- 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 an in-depth study of Ancient Egypt
- 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

4. Schemes of Work

The Lancashire curriculum scheme (2015) forms the basis of the school's history curriculum. It reflects the National Framework for history and is used by staff to plan their teaching throughout the year. In general, history is taught as part of a cross-curricular topic as detailed in the scheme.

5. Class Organisation and Teaching

The class teacher will plan using the Lancashire scheme for a range of approaches and delivery methods so that all pupils can participate fully in the History curriculum. Resources are available to facilitate group and individual work which is differentiated to suit the less as well as the more able. Class teachers will ensure that barriers to learning and participation are reduced as far as possible by using:

- Thematic approaches
- Film, video, TV programmes, etc.
- Drama and role play e.g. Roman and Tudor days
- Hot-seating, story-telling
- Discussion
- Interviewing
- Educational visits e.g. Houghton Tower, Judges Lodging
- Visiting speakers e.g. Tudor Man, Roman Man
- Use of artefacts (Lancashire Museum Loans) pictures and photographs.

6. Resources

The History Co-ordinator and Headteacher are responsible for the purchase of resources in consultation with the staff. Library loans are ordered termly and subscriptions to online resources updated yearly. Shared resources, including artefacts and books, are located in the school resources room.

7. Assessment

Assessment at Foundation Stage:

Assessment at this level is ongoing and uses questioning, video and photographic evidence of achievement which is linked to the early learning goals with a summative assessment at the end of the year.

Assessment at Key Stage 1 and 2:

Assessment of Learning – Summative Assessments

Summative assessments indicate what a child can do at a particular time.

Summative Assessments take place:

- At the end of a unit of work and are recorded on the Lancashire scheme History Assessment Sheets for each topic. Strengths and areas for development are identified and this informs future learning.
- Assessment is non-levelled and children's work assessed as "entering", "developing" and "secure" against the success criteria/objectives laid out in the scheme of work in terms of expected achievement. Staff will assess through, for example, discussion and practical tasks, as well as from written work produced by the children. Discussion and photographic evidence are also collected.

Assessment for Learning – Formative Assessments

The learning objectives and success criteria are made explicit in all planning and formative assessment should take place in each lesson in the form of teacher, self and peer assessment.

Peer and self-assessment are ways of engaging children in understanding their progress in learning and identifying next steps in their learning that can be used in addition, and to support, to oral and written feedback from teachers and Support Staff. The aim is to involve children in the analysis and constructive criticism of their own and others work.

Learners use the success criteria to make judgements on their own, and peers', learning and identify areas for development – next steps.

8. Time Allocation

History topics should be taught two or three times a year as detailed in the scheme of work. History topics would normally be taught for sixty to ninety minutes weekly for a half term (approximately six weeks).