

St Silas Church of England Primary Academy



History Policy



History Policy

Vision Statement

St Silas CE Primary Academy is committed to providing a high-quality History education which will inspire pupil's curiosity and fascination about the past, the significant people and its impact on the lives we lead today. Our curriculum will provide our pupils with the knowledge about events, people and changes, enquiry, interpretation & using sources, chronology and communication.

Policy Aims

- To provide a structured framework to support the scheme of learning created with teaching staff, allowing for progression and continuity across the school
- To allow a purpose and management of the history taught and learned in the school

Purpose of our Curriculum

'People without the knowledge of their past history, origin and culture is like a tree without roots'

History is concerned with children creating a sense of identity and relating this to people, events and changes from the past. The curriculum will study people and events which shape the world we live in today. Pupils will study their local area, and contrast this to what it was like in the past. They will consider different periods of time and the impact this has upon modern day. They will use a range of sources to critique the lives of significant events and people from the past.

The curriculum will be enquiry based allowing children to build on this skill ensuring they become inquisitive learners who are not afraid to challenge artefacts and sources they encounter in their further study. Enjoyable and engaging activities are planned to build upon the pupil's knowledge and understanding of the local area. Through our teaching of history we aim to:

- create a knowledge and word rich curriculum
- develop pupil's competence in specific historical skills
- increase pupil's knowledge and awareness of the world in the past
- increase pupils' knowledge and awareness of how the world they live in today has been influenced by the events and people of the past.
- help pupils acquire and develop the skills and confidence to undertake investigation, problem solving and decision making



Programme of Study

EYFS

In the Foundation Stage the children are provided with a wide range of activities and opportunities as prescribed in the Early Years Foundation Stage Curriculum 'Understanding the World'.

Byrom J, quite rightly argues *'that the early years non statutory curriculum provides children for key stage 1 and beyond.'*

By the end of Early Years, children will have had the opportunity to:

- talk about the past and present events in their lives and families.
- explore the differences and similarities between themselves and others. I.e. their families, communities and traditions.

By the end of Key Stage 1, children will have had the opportunity to study:

- 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 example, Sarah Frobese Bonnetta, Christopher Columbus and Neil Armstrong and Tim Peake, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell]
- significant historical events, people and places in their own locality

End of Key Stage 2 children will have had the opportunity to study:

- changes in Britain from 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 900-130

It is essential that a broad range of ways of learning should be involved in understanding of historical knowledge, skills and key concepts. Wherever and whenever possible the children should be given experience in the local and more distant environment. Visitors should be invited into school where appropriate.

Teaching Approach, Access and Entitlement

Teaching, learning and historical enquiry will be planned in line with the curriculum overview. The subject will be taught discretely over three half terms per year, however some units are double units to allow for depth and breadth of learning within that subject area. In Key Stage 1, as year groups are mixed, a two-year rolling programme will be implemented from September 2020.

Pupil's will be sat in mixed ability groups following our Cooperative Learning approach, and a variety of teaching approaches such as whole-class lessons, group, paired and individual work and discussions are experienced by pupil's during their history lessons.

We believe visitors and educational visits help to promote learning in all aspects of history and we aim to incorporate it in all areas of the curriculum and create a cultural capital.

DIFFERENTIATION

Learning activities and resources will be directed towards the needs of pupils as individuals to enable all learners to progress and demonstrate achievement in line with the end of unit, end of year and end of Key Stage assessment outcomes. Each pupil is encouraged to work at age-related expectations. However, some investigations can be 'open-ended' to allow for differentiation by outcome, but most tasks will be targeted to individual or group requirements.

Special thought will be given to pupils' individual needs through task differentiation and in certain circumstances a Special Support Assistant may be available to provide in-class support. This may include pre-teaching of vocabulary and specific curriculum content at the discretion of the class teacher. Likewise, those working above age-related expectations will use and apply their learning in broader contexts. History is sometimes a 'visual' subject and we use this to the advantage of our pupils and historical texts are differentiated but only where appropriate.

VOCABULARY

As a school, we have a strong emphasis on the value of quality-first teaching in relation to subject specific vocabulary therefore creating a word rich curriculum meaning our children have the vocabulary to express themselves. Pupils will be exposed to a range of specific vocabulary outlined in the History Vocabulary List. This will involve children building a 'Word Wall' both in their books and on display in the classroom to explore the meaning and apply these new words to their learning.



BRITISH VALUES AND SCHOOL VALUES

Our curriculum is carefully planned to ensure British Values and School Values are identified within the Geography/History overview and will be embedded within each unit and the individual lessons taught. Pupil's will be encouraged to value and respect God's world and his people.

Assessment, recording and reporting

Pupil progress will be assessed and monitored throughout the year through normal teacher planning and organisation. Teachers will follow the school's Feedback policy for formative assessment and feedback.

Each unit of work will be assessed against the skills and knowledge outlined in the 'Knowledge Planner' created by the subject leader for each unit of work. This will be recorded on the 'Unit Assessment Grid' and handed to the subject leader at the end of each taught unit. These assessments will be used to inform the subject leader on the progression of pupil's and the class teacher for future planning purposes.

At the end of the academic year, each child will be assessed against the 'End of Year Expectations'.

Parents are informed of their child's progress throughout the year through parent's evenings and via annual reports sent home in the summer term.

Resources

- Local Authority library loans are received in line with topics taught and ordered by class teachers to ensure suitability
- Topic Specific non-fiction and fiction boxes are established in classrooms for use in class reading areas
- History Cupboard Audit (To be completed in Autumn Term 2020)
- A range of recommended visitors and trips is available on one drive

Non-Negotiables

- Printed unit overview stuck in books at the start of each unit - includes child friendly overview of aims and vocabulary which will be covered
- Word Wall with selected subject specific vocabulary for children to define and refer to throughout the unit of work - in books AND on display in the classroom
- Knowledge Organisers on desks, laminated for children to use during all history lessons
- Planning to be on the generic planning format and handed to the subject leader at the end of each unit along with examples of work
- Artefacts to be available and display in classrooms throughout the year, where appropriate
- Quizzes and games based on knowledge and vocabulary within each lesson to review and recap previous learning



- Timelines to be in all classrooms showing a range of different periods in history including and referencing the children's prior knowledge
- Assessment grid to be completed at the end of each unit and a copy handed to the subject leader
- Teachers to engage with appropriate Key Stage History/Historical Association when planning units of work

Leadership

The History Subject Leader will:

- scrutinise planning and books
- audit resources
- examine CPD and provide support where appropriate for staff
- observe lessons and model exemplar lessons
- write and implement the history action plan
- deliver staff meetings and training
- speak to pupil's, staff, governors and parents about geography teaching and learning
- ensure they are engaging in current research and relevant associations to improve their leadership skills and subject knowledge

REVIEW

This policy was written by the history subject leader and is based on the school's understanding of the history national curriculum, the needs of our pupil's, parents and our local community. Advice and support has been provided by school advisors and consultants in order for our curriculum to be of the highest standards for all our pupil's. It will be reviewed regularly by the subject leader who will collect and collate the experiences and ideas of colleagues and pupils.

