



Tregoze
• Primary School •
Inspire • Motivate • Challenge

Tregoze History Policy

Status and review cycle: Legally Required

Bi-Annual review required

Reviewed: LBG

Ratified by governors on: February 2019

Next review date: February 2021

History Policy

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.

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
- History - key stages 1 and 2
- ♣ 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

Skills, Values and Attitudes

Skills

- ✚ Chronological understanding
- ✚ Knowledge and understanding of events
- ✚ Historical Interpretation
- ✚ Historical enquiry
- ✚ Organisation and communication

Values and Attitudes

- ✚ learn about the experiences of people in the past, and why they acted as they did;
- ✚ develop respect for and tolerance of other people and cultures;
- ✚ learn how people in the past have changed the society in which they lived;
- ✚ develop respect for evidence and the ability to be critical of the evidence;
- ✚ Develop an understanding of right and wrong and the ability to handle moral dilemmas in a responsible way.

Effective Teaching and Learning in History

Effective learning in History will occur as a result of creative, differentiated and inclusive teaching that supporting the learning needs of all individuals in the class. The children undertake a broad and balanced programme that takes account of abilities, aptitudes and physical, emotional and intellectual development. Through history the children learn a range of skills, concepts, attitudes and methods of working.

At Tregoze we use a variety of teaching and learning styles in history lessons. Our principal aim is to develop the children's knowledge, skills and understanding in history and we use a variety of teaching and learning styles in our history lessons to do this. We believe in whole-class teaching methods and combine these with enquiry-based research activities. We believe children learn best when:

- they have access to, and are able to handle artefacts
 - they go on visits to museums and places of interest
 - they have access to secondary sources such as books and photographs
 - visitors talk about personal experiences of the past
- they listen to and interact with stories from the past
 - they undertake fieldwork by interviewing family and older friends about changes in their own and other people's lives
- they use drama and dance to act out historical events
 - they are shown, or use independently, resources from the internet and videos
- they are able to use non-fiction books for research

- they are provided with opportunities to work independently or collaboratively, to ask as well as answer historical questions.

We recognise the fact that we have children of differing ability in all our classes, and so we provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this through a range of strategies which are differentiated by task, expected outcome and/or support from peers or adults.

Planning for History

At Tregoze, History is planned in accordance with the attainment targets set out in the 2014 National Curriculum. Some aspects of History learning are taught through a topic-based approach, some are ongoing, whilst other elements of History are taught in a cross-curricular manner. In the Autumn term we have a day focus on British values and each term a day is allocated to a focus on different Monarchs.

Foundation Stage

History in the Foundation Stage is taught within the specific area of "Understanding the World". 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. They begin to gain knowledge and understanding of the world through:

- Photographs/artefacts
- 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

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 may introduce 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 new 2014 National Curriculum 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

Cross-curricular links

History is a literate curriculum area. History develops children's use of language in many ways. The school encourages children to speak clearly (in order to convey information) and to listen attentively to others. Children are encouraged to read (in order to gain ideas and information from a written text.). They are also given opportunities to write in order to demonstrate understanding and to present information. History is also a numerate curriculum area. Work with timelines provides the strongest link between History and mathematics. History has many natural links with other curriculum areas. History links with Geography when studying changes in people and places. In religious education people and their beliefs are studied and children are taught to respect different values. In links with I.C.T. children have opportunities to explore videos, use computer programs, to use CD-ROMs and the Internet. History helps children develop an understanding of economic, social and political aspects PSHE and Citizenship.

Global Citizenship

Children at Tregoze are encouraged to develop an understanding of global governance structures, rights and responsibilities and global issues. Through exploring and developing their knowledge and understanding of different periods in time they are taught to recognise and appreciate difference and multiple identities. This then develops their skills for living in an

increasingly diverse world. The children are encouraged to develop and apply critical skills for civic literacy, e.g. critical inquiry, information technology, media literacy, critical thinking, decision-making, problem solving, negotiation, peace building and personal and social responsibility within their lessons. Through our British Values lessons and periods of study they are taught to recognise and examine beliefs and values and how they influence political and social decision-making, perceptions about social justice and civic engagement; They also develop values of fairness and social justice, and skills to critically analyse inequalities based on gender, culture, religion, age and other issues; The children participate in, and contribute to, contemporary global issues at local, national and global levels as informed, engaged, responsible and responsive global citizens. This is done through researching and supporting different charities and causes plus workshops/fieldtrips such as the Earth Summit.

Progression:

See progression document

Equal Opportunities

The teaching of History supports equal opportunities by addressing the diverse needs of the individual. This is achieved in several ways:

- ✚ Creating comfortable and effective learning environments that encourage self-discipline, independence and motivation.
- ✚ Providing a variety of teaching approaches in response to the learning styles of the children.
- ✚ Using appropriate assessment strategies.
- ✚ Teachers have high expectations which are reflected in the setting of challenging (but achievable) learning intentions.

SEN

Planning should be differentiated to include the needs of SEN pupils and this should be identified on the planning. If appropriate the teacher should seek advice from the SENCO.

Disability

Children will be given 1:1 support where medically required. Specialist equipment will be provided where necessary and where appropriate activities should be adapted. Future planning should include the needs, adaptations and support available for disabled pupils. Risk assessments will be written before embarking visits. The History Coordinator, SENCO or class teacher will seek advice from external specialists such as the school nurse.

EAL

Pupils who have English as an additional language will be supported in historical activities where appropriate. Planning should encompass the needs of EAL pupils and appropriate support should be recorded on the plans.

Higher Attainers

Children who are working beyond their expected ability within the History curriculum are challenged by deepening learning questions and activities.

Race

History is in itself a vehicle for exploring a variety of cultures with different sets of attitudes, values and beliefs. It should therefore be used as such, challenging stereotypical images and questioning where we have come from and where we are going to. Within creative planning, historical figures can be drawn upon to explore and tackle a range of issues.

Assessment

Teacher assessment will take place through questioning children and evaluating their understanding and through marking work. Assessment is an integral part of the teaching process. It is used to inform planning and to facilitate differentiation. The assessment of children's work is on-going to ensure that understanding is being achieved and that progress is being made. Feedback is given to the children as soon as possible, and marking work is guided by the school's Marking Policy.




Resources

A regular audit of resources is undertaken by the coordinator who has control of an annual budget, designated by detailed School Development Planning. Resources, including artefacts, non-fiction books, APs are purchased to impact upon standards, to support teaching, to expand existing topic boxes and establishing new topic areas.

Health and Safety

Children will be taught how to handle artefacts safely.

For educational visits there will always be the required pupil/adult ratio:

-  1:3 Foundation Stage
-  1:6 year 1 to 3
-  1:10 year 4 to 6

Role of the Coordinator

Monitoring takes place regularly through scrutiny of work in learning journeys to monitor the progression of coverage, skills and knowledge, a pupil voice completed at the start and end of the academic year which will then be used to inform the actions required for the next year.

Appropriate additional evidence eg photos of activities/displays/visits/assemblies etc will also be kept. Observations will be completed to inform areas which need developing and what CPD support is needed. At the end of the year an evaluation will be completed by the coordinator which will then feed in to the History action plan. The evaluation and action plan will be used to justify and inform the annual budget. Resources will be ordered, organised and stored in a central area. Where necessary the History coordinator will seek advice from external experts.

Review and evaluation of the policy

This policy was drawn up by the History coordinator, working in consultation with the whole staff.

Its implementation is seen as the responsibility of all staff. Its use and effectiveness will be supported and monitored by the SLT on behalf of the Governors.

SignedPrincipal

Date