

History Policy



Policy developed by Mrs Malley (History leader): January 2021

Policy approved by Governors: February 2021

A handwritten signature in black ink that reads "Fiona Taylor".

Chair of Governors

A handwritten signature in black ink that reads "Mr M Grogan".

Headteacher

Policy shared with staff and shared on the school website: February 2021

'Never settle for less than your best'

HISTORY POLICY

Our school motto

Never settle for less than your best.

Our Vision

Following in the footsteps of Jesus, each member of our community will flourish as resilient, respectful and adaptable individuals prepared for life's journey. Along the way we will encourage and inspire each other to continue growing as beacons of light in our own lives and the wider world.

Our Mission Statement

St. George's Central seeks to provide quality education rooted in the Christian faith, serving the spiritual, moral, and educational needs of the community of which it is part.

Introduction

This document is a statement of aims, principles and strategies for the teaching of History at St. George's Central CE Primary School and Nursery. History is taught in the Early Years as an element of Understanding of the World through the EYFS Curriculum. It is the decision of the governors and staff in Key Stage 1 and 2 to use the Clive Davies Challenge Curriculum to provide a rich, broad and creative approach to learning. Due to the mixed class arrangement, our topics are planned on a 2-year cycle, with each class covering a new topic (Geography or History based) each term or half-term. This approach provides a context for learning, whilst also covering all objectives of the National Curriculum. Where possible, other lessons, particularly English and ICT lessons, link closely with these topics. The implementation of this policy is the responsibility of the History leader, governors and all staff.

What is History?

A high-quality history education will help children gain a coherent knowledge and understanding of Britain's past and that of the wider world. It should inspire children's curiosity to know more about the past. Teaching should equip children to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. History helps children 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 children:

- Know and understand the history of the British Isles 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.

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Curriculum content and skills

In Early Years the children will learn through talking about their own experiences, walks, educational trips, authentic resources, stories and factual books. Historical learning in Early Years will be delivered in planned sessions and imbued throughout the curriculum, supported by an 'in the moment' planning approach. In Key Stages 1 and 2 History is taught for a full afternoon once every two weeks, following the schools new Week A, Week B approach to teaching and learning. We also endeavour to integrate History into all other areas of the curriculum throughout the week as appropriate. We follow the Clive Davies Challenge curriculum, which gives us an initial question to start the topic with, for example: 'How can we rediscover the wonders of Ancient Egypt?' Some of these questions have been adapted to support the teaching of History in our own local area to personalise the children's learning experiences. From this children formulate questions before each topic begins, based on what they personally would like to find out. For example "Who discovered the tomb of Tutankhamun?" Teachers then plan learning opportunities which enable children to answer their questions. Non-negotiable objectives and skills, taken directly from the National Curriculum and from the Clive Davies curriculum are evident on the schools long-term plans and are then used to create medium term plans. Each topic contains a 'WOW' event to engage the children and will end with a presentation of learning.

Skills and processes in History

The main skills and processes that we endeavour to teach within History at St. George's Central are listed below. These are adapted from the Early Years Curriculum and *National Curriculum* and are broken down into two key areas; 'Being an Historian' and 'Historical Content'. Due to the nature of the subject, having knowledge of content does form a part of the skills base. The Clive Davies Key Assessment Criteria, which our topics are based around, does account for this.

Skills and Process for History in Foundation Stage

- Children should talk about their own immediate history and things they can remember have happened in their lives.
- Children should remember and talk about significant events in their own experiences.
- Children should describe special times or events for families and friends.
- Children should talk about similarities and differences between themselves and others, and between families, communities and traditions e.g. Remembrance, Guy Fawkes and Christmas.
- Children should talk about past and present events.

Historical Content:

Children should be taught about:

- Changes within living memory – where appropriate, these should be used to reveal aspects of change in immediate and national life.
- Events beyond their living memory that are significant nationally or globally (for example, Guy Fawkes, celebration festivals .e.g. Diwali, the first man on the moon, the extinction of dinosaurs).
- Significant historical events, people and places in their own locality e.g. Remembrance Sunday.

Skills and Process for History in Key Stage One

Being a Historian:

- Children should develop an 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.
- They should identify similarities and differences between ways of life in different periods.
- They 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.

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Historical Content:

Children should be taught about:

- 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, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, 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

Skills and Process for History in Key Stage Two

Being a Historian:

- Children should continue to develop a chronologically secure knowledge and understanding of British, local and world history.
- They should establish 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.

Historical Content

Children 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.

Computing

Children are given opportunities to apply and develop their ICT capacity through relevant History programs and access to the internet. Where possible, ICT lessons link to the children's topic lessons to provide greater depth to learning.

Cross Curricular links

Where possible, other lessons, particularly English lessons, link closely with these topics. Practical History lessons are important, with the use of artefacts playing a vital part. Trips and visitors also greatly enhance our History curriculum.

Resources

Each Key Stage has its own set of resources to support topics. There are also central History resources stored in Key Stage 2 and other locations around school.

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Assessment, recording and reporting

Teachers will regularly assess children's learning, using this information to guide and inform planning to meet children's individual learning needs. The titles used in classrooms: 'What I think I know' and 'Questions I would like to answer', as well as a final presentation of the children's learning shows progress made throughout each topic. This may be presented in the form of a whole class display which is added to as learning progresses. The subject leader will monitor the subject in a variety of ways throughout the year. This may include scrutiny of planning, pupils' books, displays and pupil interviews. Age appropriate objectives are in the back of each child's topic book in Key Stage 1 and Key Stage 2. When objectives are covered, teachers date them and highlight green when an objective has been met. This enables teachers to ensure objectives are being covered and allows them to keep track of progress. At the end of each term, teachers use this tool to inform their assessment and submit a best fit judgement for each child. **Please see the 'How we assess children's learning in History' document, within the History section of our school website for more information.**

Monitoring and Evaluation

Monitoring activities which we will carry out may include:

- Lesson observations
- Regular review of the History policy and Curriculum
- Pupil and staff interviews/questionnaires
- Pupil/staff/parent surveys
- Scrutinising staff planning
- Samples of children's work

Evaluation activities which we will carry out may include:

- Teacher and pupil evaluations
- Evidence from lesson observations
- Feedback and evaluation by pupils

The role of the History leader

- To write a History policy in consultation with other members of staff and governors.
- To write an annual action plan showing key areas of development for History.
- To advise teachers on the History curriculum.
- To ensure the adequate and appropriate provision of resources, and that teachers are aware of how to use the resources available.
- To arrange the purchase of History resources within an agreed budget.
- To keep up to date with recent educational thinking about the teaching of History and to attend courses and relevant training.
- To advise the Headteacher of strengths and areas for development in the History curriculum and resources within the school.
- To monitor the History curriculum within school and to have a clear understanding of standards.
- To address any issues relating to pupil progress in consultation with the Headteacher and members of staff.
- To keep a portfolio of photographic evidence.

The role of the Governing Body

The Governing Body is responsible for ensuring that:

- There is a current policy statement and curriculum for the teaching of History.
- History is included in the basic curriculum.
- Sufficient time and resources are devoted to History to enable the school to meet its legal obligations and to deliver a quality History curriculum.

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The role of the Headteacher

It is the Headteacher's duty to ensure that:

- A History education is provided in accordance with the Governors' Agreed Syllabus for all registered children at the school.
- Appropriate staffing and resources are made available to meet the aims and objectives of History within the school.

Conclusion

At St. George's Central we believe that it is our professional duty to share this policy with all new members of staff, parents and carers on request. The policy will be reviewed in the light of experiences, new developments or requirements. The leader will discuss any aspect of this policy on request.

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