



Stanton St Quintin Primary School, Stanton St Quintin, Wiltshire. SN14 6DQ

Name of Policy	History		
Last Reviewed	Sept 2015	Reviewed by	Whole Staff
Approved by		Owned by	Performance and Standards
Next review	Sept 2017		

Introduction

History involves the study of:

- Chronology
- Knowledge and understanding of history (cause/consequence, change/continuity, features/ideas/beliefs/attitudes, diversity, links)
- Interpretations of history
- Historical enquiry
- Organisation and communication

Purpose

This document sets out the guidelines for the teaching of history within this school. It is intended that this policy will:

- Provide a corporate statement of purpose
- Ensure that each pupil's entitlement to learning experiences is realised
- Provide a clear basis from which to plan schemes of work
- Be guided by and provide links with recently developed whole school policies

This policy aims, where possible, to provide a framework which maximises the strengths of individual teachers and ensures pupils receive a high quality history education.

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
- gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, national and international history: between cultural, economic, military, political, religious and social history: and between short-and long-term timescales

Skills and Attitudes

The work in history has been planned to develop the following skills and attitudes. Individual skills which are needed in history include:

- Observing - making accurate observations
- Enquiring - asking and answering geographical questions
- Measuring - effectively using appropriate equipment
- Recognising patterns - seeing relationships
- Predicting - applying knowledge to differing contexts
- Interpreting - drawing conclusions by analysing evidence
- Communicating - speaking, listening, reading, writing, numerical and graphical
- Organisation and study - the ability to plan and present work, study independently and make good use of time

The study of history provides rich opportunities to develop the following attitudes:

- Curiosity
- Responsibility
- Critical awareness
- Environmental awareness
- Originality
- Open-mindedness
- Initiative
- Pride in work
- Tolerance
- Perseverance
- Co-operation

Teaching Pedagogy

History is a subject based around enquiry. It is therefore essential to employ teaching methods that maximise the potential for pupils finding out and communicating about their world, both near and far. A balance must be sought between imparting information and in encouraging children to become active enquirers - through class, group, paired and individual work.



Equal Opportunities

Equality of opportunity is a fundamental right that must be given to all children regardless of race, culture, gender or special educational needs.

Differentiation

Ideally, all children should be given tasks appropriate to their individual needs. No one teaching strategy will be sufficient in itself. Teachers should use a variety of approaches as appropriate.

Children can be given:

- Different tasks
- Different resources to assist them
- Differing levels of support by the teacher and other children
- Open-ended tasks which allow for a range of different outcomes

The grouping of children within the classroom is also an important factor when planning for differentiation.

Marking and Feedback

All marking should have a clear purpose with the child as its focus. Marking which has been thoughtfully carried out will provide encouragement and value for the child's efforts and be a useful diagnostic basis for future learning. Staff should aim to mark books regularly thereby ensuring regular feedback and encouragement to pupils.

Assessment, Recording and Reporting

Learners are formatively assessed continuously in History by teachers in the course of their teaching, through observation, questioning and analysis of work. Teacher assessment at the end of a unit of work is tracked using SIMs Programme of Study Tracker and inform end of year reports to parents.

It is essential that pupils are given effective feedback after assessment in order to inform them of their strengths, and areas requiring further development.

Resources

The responsibility for maintaining an adequate supply of resources rests with the Humanities Curriculum Team. The effective management of these resources, whilst ultimately the responsibility of the history curriculum team, is also the responsibility of each classroom teacher who uses them.

All equipment should be returned to the correct places after use. Resources are located in the corridor outside Nile Class.

Safety



Teachers are responsible for the safety of their pupils and they ensure at all times that the pupils are working and behaving in a manner that will not cause harm to themselves or to other pupils.

Content Organisation and Planning

Basing history on the NC programmes of study ensures that complete coverage is achieved and that, within a given year, a balance is maintained (long term plans). In addition there will be a balance between the acquisition of knowledge and understanding and the development of investigational skills.

The organisation of content in the scheme of work will allow all pupils to build on previous experiences to ensure that progression in knowledge and skills can be achieved.

In some cases, units of history work will be linked with other National Curriculum subjects thus allowing a cross-curricular approach that combines complimentary knowledge and skills.

Due to the mixed age classes at Stanton, there is a two year rolling programme at Key Stage 1 and Key Stage 2. Within each year a balance is maintained between the acquisition of knowledge and understanding and the development of investigational skills. The school uses Dimensions as a starting point for curriculum planning to ensure the breadth of the National Curriculum is taught and there is a progression of skills directly related to the Age Related Expectations of the National Curriculum.

Early Years Foundation Stage

History is taught as an integral part of the topic. As Reception is part of the Early Years Foundation Stage, the historical aspects of the children's work relates to the objectives set out in the Early Learning Goals which underpin the curriculum planning for children aged 3-5.

History makes a significant contribution to the Early Learning Goal objectives of developing a child's knowledge and understanding of the world through activities such as collecting postcards from different places, singing songs from around the world, or investigating what makes a "good playground".

Key Stage 1

Pupils 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 and 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.



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 stages 2 and 3.

Pupils 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.

Key stage 2

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.

In planning to ensure the progression described above through teaching the British, local and world history outlined below, 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 pupil's chronological knowledge beyond 1066



- The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth 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 c. AD 900: Benin (West Africa) c. AD 900-1300.

Monitoring and Evaluation

The Humanities Curriculum team will monitor the implementation of the History teaching and learning both when History is an 'in focus' and 'light touch' subject identified on the school's M and E Cycle.

Any whole-school issues that emerge concerning history teaching and learning are considered by the Senior Leadership Team then raised at Staff and Key Stage Meetings.

Staff Development

All staff are encouraged to participate in staff development both for the benefit of the school (and therefore the pupils) and for furthering their own professional development.

The sharing and discussion of standards of work, expectations, and assessment is encouraged and not only leads to personal development, but also builds staff confidence.