



History Policy

Approved by the Governing Body: Jan 2018
Review Date: Jan 2020

To understand the present we need to know about the past.

Aims

At Twyford C of E Primary School our vision is to inspire pupils' curiosity to know more about the past. To achieve this staff aim to equip children with the necessary skills to think critically, weigh evidence, sift arguments, and develop perspective and judgement. Our ultimate goal is for children to leave Twyford C of E Primary School with a broad, in-depth and chronological understanding of world history, particularly that of Britain's. Through this they learn to value their own and other people's cultures and by considering how people lived in the past, they are better able to make their own life choices today.

The aims of history in our school are:

- To foster in children an interest in the past and to develop an understanding that enables them to enjoy all that history has to offer;
- To enable children to know about significant events in British history and to appreciate how things have changed over time;
- To develop a sense of chronology
- To know and understand how Britain is part of a wider European culture and to study some aspects of European history;
- To have some knowledge and understanding of historical development in the wider world;
- To help children understand society and their place within it, so that they develop a sense of their cultural heritage;
- To develop in children their skills of enquiry, investigation, analysis, evaluation and presentation.

Objectives of history teaching

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.

Children will 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]



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- 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.

Children will 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.

Teaching and learning style

History teaching focuses on enabling children to think as historians. We place an emphasis on examining historical artefacts and primary sources. We encourage visitors to come into the school and talk about their experiences of events in the past. We recognize and value the importance of stories in history teaching and regard this as an important way of stimulating interest in the past. We focus on helping children understand that historical events can be interpreted in different ways and that they should always ask searching questions, "How do we know" about information given.



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The Organisation of the subject

Key Stage 1 - 30 hours per year (50 minutes per week)
Key Stage 2 - 33 hours per year (1 hour per week)

The time which is allocated to the subject will be organised in flexible units, depending on the nature of the activities. In Year 1 and 2 there is a focus on history in one blocked unit each term. In Key Stage 2 most of the teaching is blocked into two major history units in order to allow an appropriate balance between continuity and depth of study.

Planning

We use The National Curriculum as the basis for our curriculum planning in history, but we have adapted this to fit in with other areas of the curriculum through cross-curricular planning.

We ensure that there are opportunities for children of all abilities to develop their skills and knowledge in each unit and we build planned progression into the S.O.W. so that the children are increasingly challenged as they move up through the school.

We plan history in three phases

- The long term plan maps the history topics studied in each term during each Key Stage. We study history in conjunction with other subjects especially at Key Stage 1. In Key Stage 2 we place an increasing emphasis on independent historical study.
- The medium term plans link to our topics, which give details of each unit of work for each term. The history subject leader keeps and reviews these plans on a regular basis. We carry out our medium term plan on a two year cycle as we have mixed age range classes.
- The short term plans are written by the class teacher on a weekly basis for each history lesson. These list the specific learning objectives of each lesson, details of what is to be taught, how it is to be taught and key questions. Differentiation is included in this plan.

Foundation Stage

History is an integral part of the topic work covered during the year. The objectives are set out in the Foundation Stage curriculum. History makes a significant contribution to the objectives developing a child's knowledge and understanding of the world through activities e.g. dressing up in historical costumes, looking at pictures of famous people in history or discovering the meaning of new and old in relation to their own lives.

Links to other subjects

Literacy

History contributes significantly to the teaching of English by promoting the skills of reading, writing, speaking and listening. Children develop oracy through discussing historical questions or presenting their findings to the rest of the class.



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Numeracy

History contributes to the teaching of maths in a variety of ways. Children learn to use numbers when developing a sense of chronology through doing activities such as time lines. Children learn to interpret information presented in graphical and diagrammatic forms.

ICT

Children use ICT in history to enhance their skills in data handling and in presenting written work. They research information using the Internet or ESPRESSO. Children have the opportunity to use the digital cameras and email other schools.

P.S.H.E and Citizenship

History contributes significantly to the teaching of P.S.H.C.E. Children develop self confidence by having opportunities to explain their views. They learn how society is made up of people from different cultures and start to develop tolerance and respect for others.

Spiritual, Moral, Social and Cultural Development

Through history we contribute to the children's spiritual development where possible exploring the impact of historical events and life on people then and now.

Equal Opportunities

Teachers should aim to give every pupil the opportunity to experience success in learning and to achieve as high a standard as possible to fulfil their potential.

Differentiation

In history this is achieved by the language used, the skills proposed, the pace set and the expected outcomes.

SEN

We teach history to all children whatever their ability. History forms part of our broad and balanced education. We provide learning opportunities that enable all children to make progress. We do this by setting suitable learning challenges and responding to each child's different needs.

Assessment and recording

Assessment against the NC allows us to consider each child's attainment and progress.

Teacher assessment is incorporated into the class teachers termly, weekly and daily planning.

Evidence of work will be recorded in child's own book, by photographs and displays or models.

We make informal judgements continually. On completion of a piece of work the teacher marks the work and comments as necessary.



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The History co-ordinator will keep samples of children's work. These demonstrate what the expected level of achievement is for each year group.

End of unit assessment sheets are completed by the class teachers and given to the History co-ordinator.

Information on a child's progress in history will be communicated to parents in a written report at the end of each school year.

Resources

We have built up a collection of artefacts and books and photographs for each of the units. These are kept in the central store cupboard.

Health and Safety

In order for children to visit any educational places of interest a risk assessment is carried out and written authorisation is required from the parents.

Monitoring and review

Monitoring the standard of children's work and quality of teaching is the responsibility of the history subject leader in conjunction with the Headteacher.

The work of the history subject leader involves supporting colleagues.

The history subject leader has allocated time in which to fulfil this role by reviewing samples of work and visiting classes.

Success Criteria of our school History teaching

1. Children show enthusiasm and interest in the past.
2. Children demonstrate an increase in knowledge of events in response to appropriate questioning.
3. Children understand chronology using timelines and/or periods.
4. Children can select relevant information
5. Children know that the past is represented by various means of evidence.
6. Moderated work relates to National Curriculum levels.