



Glen Hills Primary School

History Policy

AIMS

A high-quality history education will help pupils gain a coherent knowledge and understanding of Britain's past and that of the wider world. Learning about the past helps children in our care make sense of today's world. It should arouse and develop pupils' interests in the past, ask questions and find out the answers! We aim to help them see how the present is affected by the events in the past and to develop their understanding of other cultures. 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.

At Glen Hills we aim to;

- Promote children's enthusiasm for the study of history in order that their enjoyment enhances their work in the subject.
- To teach, in a variety of ways, the content contained in the schemes of work.
- Develop an awareness of the past and ways in which it was different to the present.
- Develop children's ability to set the study of the past in a chronological framework, beginning with their own experiences.
- To provide first hand experiences wherever possible, e.g. visits to historical places, re-enactments and artefacts. The use of ICT and the internet also helps enhance and provide up to date historical information to ensure a lasting interest and enjoyment of history and learning about the past.

OBJECTIVES

- The objectives for each year group can be found in the Progression map and Medium term plans.
- Copies of each year group's plans can be found in the coordinator's file and on Google Drive accessed by all teaching staff.

NATIONAL CURRICULUM

In 2014 the History National Curriculum changed. After discussion with all teaching staff and Senior Management it was decided that our existing History Curriculum was particularly effective throughout the school. We therefore decided to include aspects suggested in the

National Curriculum into our existing Curriculum which we felt may have been lacking and so the pupils have access to a curriculum that is relevant to the pupils, using local links available and enhance their understanding to world and national history and the consequences on Britain today. A cause and consequence lens have been introduced throughout the school which allows children to make a progressive link to causes of history studied and the consequences this has on Britain today and to the pupils lives.

EARLY YEARS

Early years historical skills develop through the programme of study for 'Understanding of the world' as described in the Foundation stage document (EYFS) which states

"In this area of learning, children are developing the crucial knowledge, skills and understanding that help them to make sense of the world.....this forms the foundation for later work in.....history.

To give all children the best opportunities for developing effectively their knowledge and understanding of the world, practitioners should give particular attention to;

- Activities based on first hand experiences
- Opportunities that help children to become aware of, explore and question issues of differences in gender, ethnicity, language, religion and culture and of special educational needs and disability issues.
- Adult support in helping children communicate and record orally and in other ways." It also states that" They will begin to understand the past by examining appropriate artefacts such as toys played with by their parents."

At Key Stage 1 the programme of study for History consists of three areas of study and 5 key elements.

These are the new requirements of the History Curriculum 2014 and key aspects are being included within whole school assemblies and other cross curricular links.

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

At Key Stage 2 the programme of study is made up of the six areas of study and the 5 key elements. The key elements are the same for both key stages:

1. Chronology
2. Range and depth of historical knowledge and understanding
3. Interpretation of history
4. Historical enquiry
5. Organisation and communication

These key elements should be developed through both key stages as appropriate.

These key elements and the areas of study or the study units form the basis of the History curriculum. Together they outline the knowledge, skills and understanding that should be covered during each key stage. These key elements can also be seen on the progression map.

Attainment targets

By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study. Teachers will be able to assess pupil's attainment in History using the Non-Core Symphony Assessment for History as well as the progression map.

Although the Glen Hills History Scheme of work does not include all aspects of the suggested guidelines of the New National Curriculum due to the vast areas of studies suggested, all staff have been issued the New National Curriculum History Guidelines for their reference to include in a cross curricular way where appropriate. We have decided to include some of the suggested areas of study and to study these in greater detail as well as include as many cross curricular links as possible.

The new guidelines include:

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.

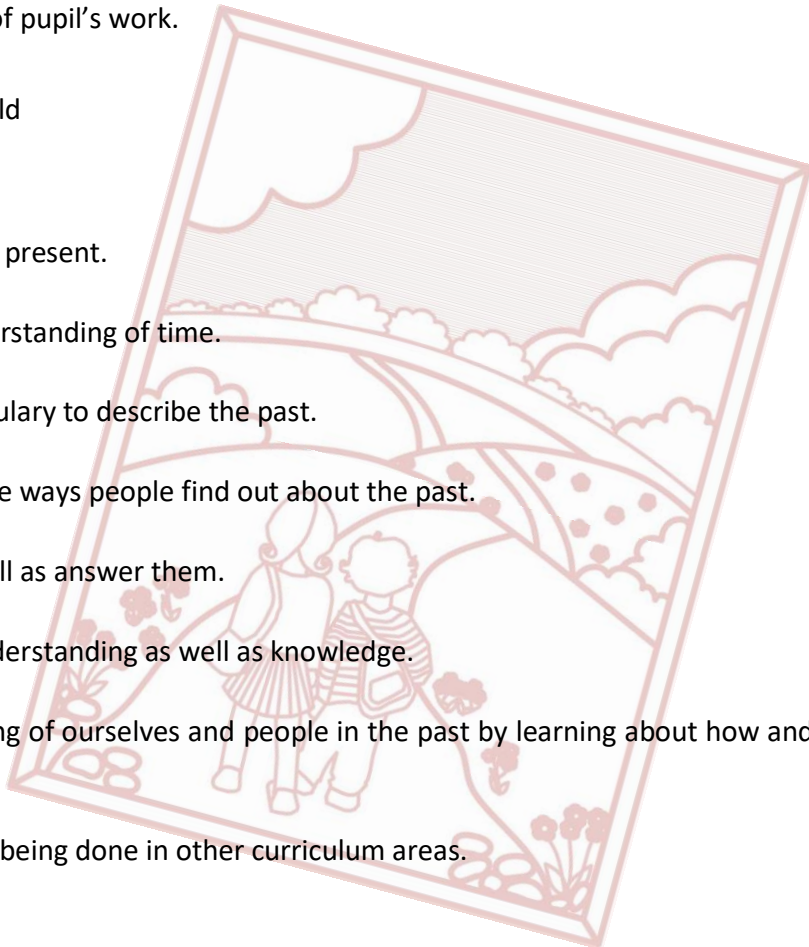
PROCESS OF TEACHING

History is taught by a variety of methods and during a history topic it is likely that some or all of the following would be used:

- Observing - Reading, looking at pictures and artefacts, television, internet resources, interviewing visitors and listening to music.
- Raising Questions
- Interpreting – Their own and others' point of view
- Communicating - Their findings to others. This could be done orally, in writing or by pictures or by use of Information Technology.
- Recording - Pupil's folder of work.
- Teacher's recording of pupil's work.

A good history topic should

- Stimulate curiosity.
- Relate the past to the present.
- Help develop an understanding of time.
- Develop use of vocabulary to describe the past.
- Introduce pupils to the ways people find out about the past.
- Raise questions as well as answer them.
- Develop skills and understanding as well as knowledge.
- Increase understanding of ourselves and people in the past by learning about how and why things change.
- Make links with work being done in other curriculum areas.



PLANNING

History is mainly taught in the form of topics in which history forms the major element. Cross-curricular links are made at appropriate times which ensure different subject areas are encompassed within the history curriculum.

Cross-curricular planning has also been updated with National curriculum programmes of study to ensure good coverage / balance of all skills across year groups and key stages.

USE OF THE LIBRARY

The library is used to facilitate and enhance historical research and also plays a key role at Glen Hills, most notably the Glen Hills Museum which is used as a valuable resource by all year groups. A year group display is also in the library related to topics covered (changed regularly)

IT

Pupils should use IT based sources as part of their historical enquiry. Children will be given the opportunity to use the Internet to research historical events. They may further use IT for

- Communicating Information (word processing and graphics/drawing packages)
- Teachers to present information/demonstrate websites using Interactive Whiteboards.

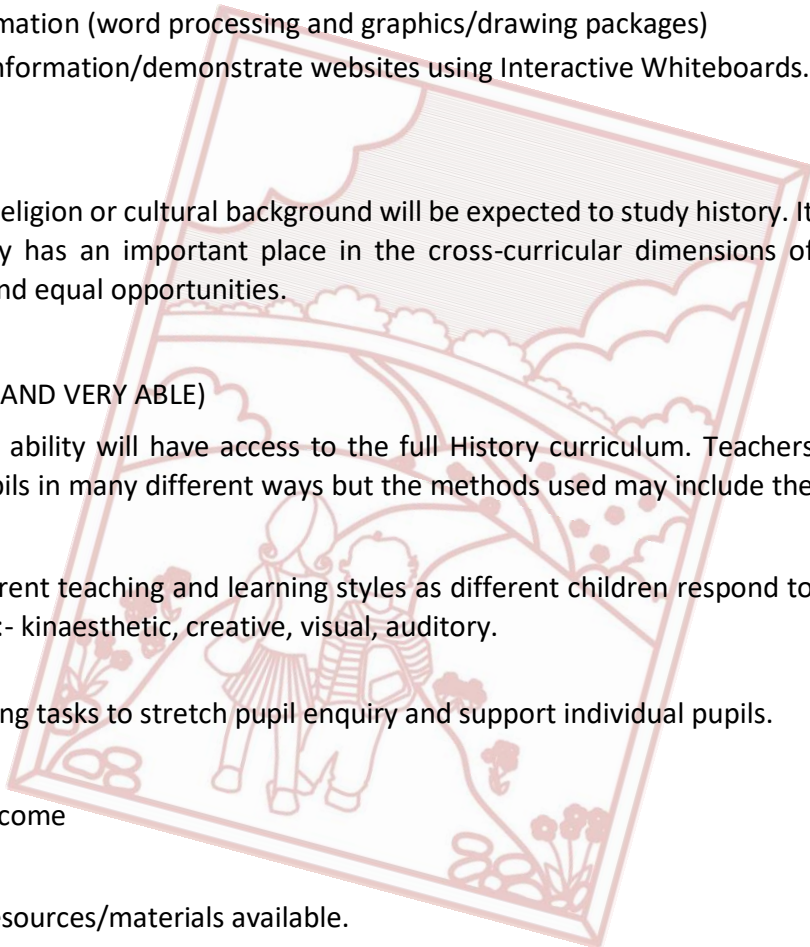
EQUAL OPPORTUNITIES

All pupils whatever their religion or cultural background will be expected to study history. It is recognised that history has an important place in the cross-curricular dimensions of multicultural education and equal opportunities.

SEND/INCLUSION (MORE AND VERY ABLE)

All children regardless of ability will have access to the full History curriculum. Teachers provide for individual pupils in many different ways but the methods used may include the following:

- Using a range of different teaching and learning styles as different children respond to different approaches :- kinaesthetic, creative, visual, auditory.
- Scaffolding or extending tasks to stretch pupil enquiry and support individual pupils.
- Differentiation by outcome
- Careful selection of resources/materials available.



- More open task/ creative learning.

ASSESSMENT AND MONITORING

Teachers will carry out continual monitoring of children's understanding and assess their achievement and progress made throughout the topic. This may result from a range of sources including

- Written work
- Spoken activities
- Group activities
- Photographic evidence
- Key objective planning for all year groups are collated and can be found in the coordinator's history file or on the Google Drive accessed by all teaching staff.

At certain times teachers may carry out specific assessment tasks. Reports on the work carried out by the children and their progress will be issued annually to parents.

HEALTH AND SAFETY

Trips to places of historical interest are encouraged to help the children to further their studies and make sense of their learning at school.

When planning a visit to enhance the children's learning experiences, teachers need to be aware of the school emergency procedures for trips and school and county policies on visits and excursions. (See Health and Safety Policy) (Risk Assessments).

ROLE OF THE COORDINATOR

The role of the coordinator is to

- Take responsibility for the purchase and organisation of resources for History, liaising with teachers and prioritising requests.
- Keep up to date with developments and inform colleagues as appropriate.
- Monitor progress in History.
- Keep file of examples of work/photographs.
- Carry out an annual scrutiny to ensure good planning and coverage of topics across each year group and to ensure all children are having the same experiences.

Policy	<i>History</i>
Last Reviewed	<i>01/12/21</i>
Ratified by Governing Body	<i>Head Teacher</i>