

History Policy



DANE ROYD SCHOOL

Review frequency: Every 3 Years

Approval by: Standards Committee

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Lead Personnel: Beth Ellam

Version: 2

Aims which guide our policies and practice

As a school, we seek to promote shared moral and ethical values to unite both local and global interests which enable children to become global citizens. Our agreed school aims are:

- To create a happy and stimulating learning environment, in which each child will develop to their full potential, thereby achieving high educational standards.*
- To develop self-awareness, self-respect and tolerance of others by developing an understanding of the world in which they live.*
- To appreciate human achievements and aspirations; develop aesthetic sensitivity and appreciation; physical ability and co-ordination and a concern for the safety of themselves and others.*
- To prepare children to live and work with others, enabling them to be responsible and caring members of the community.*
- To give children, at the end of their period of primary education, an appetite for acquiring further knowledge, experience and skills, so ensuring they are prepared for the challenges of the next stage in their education.*

We ensure that all of our policies and practices are guided by these aims and we seek to ensure that they are at the forefront of all that we do.

History

Introduction

Aim(s):

At Dane Royd Junior and Infant School, we encourage children to be independent and inquisitive learners; skills which they highly tune in History lessons. Children develop an interest and understanding about the people who lived in 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.

Wider school aims/ethos:

At Dane Royd Junior and Infant School our intention is to provide quality teaching and learning of history. We aim:

- To promote an interest in the past
- To develop an understanding of events over time
- To learn about the roles that individuals and events have played in shaping modern society
- To develop an ability to investigate and interpret different versions of past events
- To learn to study historical evidence and to ask and answer questions about the past
- To develop the ability to communicate historical knowledge and understanding using a variety of techniques
- To encourage children to understand other people, their beliefs, thoughts, values and experiences
- To develop an awareness of the world around them
- To develop an understanding of society and their place within it, so that they acquire a sense of their cultural heritage
- To develop a knowledge and understanding of historical development in the wider world

Attitude and skills

We also seek to encourage children to develop the following skills:

- Empathy
- Interpretation of secondary and primary sources
- Historical enquiry
- Communicating history dramatically, verbally and narratively
- Cross curricular writing
- Research

Procedures and practice

2. Roles and responsibilities

The Role of the History Co-ordinator is:

- Taking the lead in the development, evaluation and amendment of schemes of work as and when necessary
- Acting as a consultant to colleagues on resources, visits, visitors, curriculum changes, classroom teaching and learning ideas
- Monitoring and evaluating pupils' work, pupils' views about the subject, displays and teachers' planning
- Auditing resources and ordering resources when needed
- Keeping up to date with developments in history and disseminating information to the rest of the teaching staff
- Attending relevant in-service training and prompting others about relevant training
- Leading staff meetings where appropriate

3. Aspects

Equal Opportunities

- We plan our classroom activities to challenge and involve all pupils appropriately, according to age and capability, ethnic diversity, gender and language background
- We are aware of different learning styles and the need to allow pupils the opportunity to be able to work in their preferred learning styles for some of the time, including; art, drama, role play, multi-media and music.

Differentiation

At our school we teach history to all children, whatever their ability. History forms part of the school curriculum policy to provide a broad and balanced education to all children. Through our history teaching we provide learning opportunities that enable all pupils to make progress. We do this by setting suitable learning objectives and responding to each child's different needs. Assessment against the National Curriculum allows us to consider each child's attainment and progress against expected age related expectations. We use a range of strategies to support pupils. A few of these, particularly relevant to History are:

- The use of appropriate vocabulary at varying levels of difficulty during lessons
- Modified text passages as expected in other curriculum areas
- Different levels of written or oral questions for pupils investigating photographic or other visual material

For our gifted and talented pupils we will expect:

- Teachers to provide teaching and learning experiences that encourage pupils to think creatively, explore and develop ideas, and try different approaches. Pupils should be encouraged to set their own questions, offer ideas, suggest solutions or explanations, and reflect on what they have heard, seen or done in order to clarify their thoughts.
- Greater independence in working, e.g. a pupil to be able to carry out their own simple historical enquiry.
- Provide real-life research and presentation opportunities, for example carrying out interviews with local people and collating the results.
- Provide opportunities within history for pupils to develop their skills in other areas, such as intrapersonal skills (for example, opportunities to use initiative), and interpersonal skills (for example, leadership and group membership). These opportunities also relate to the key skills of working with others and improving own learning and performance.

Health and safety:

Any historical visits must follow the schools Health and Safety policy and risk assessment procedures. Teachers are required to complete a full risk assessment using the Evolve Website. These must be then passed to the History Co-Ordinator, the Educational Visit Officer and the Head-teacher, who will present the risk assessments to Governors, who will then sign the visit off.

Planning:

Year 1 Cycle

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Upper Foundation	Who am I? <i>Knowledge and Understanding of the World</i>					
Key Stage 1	Wheels & Wings <i>Transport through the ages</i>		Fantastic Florence <i>Florence</i> <i>Nightingale</i>			
Lower Stage 2		The Flintstones <i>The Stone age</i>			When in Rome... <i>The Romans</i>	
Upper Key Stage 2	The Mayans <i>Ancient Mayan Civilisation</i>		WWII <i>World War Two</i>			Buddhism <i>The Buddhist Religion</i>

Year 2 Cycle

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Upper Foundation	Who am I? <i>Understanding of the World</i>				How things change	
Key Stage 1	Once Upon A Castle <i>Castles</i>			Step back in time <i>Technology through the ages</i>		Kaboom! <i>Volcanoes</i>
Lower Key Stage 2		The Vicious Vikings <i>The Vikings</i>	Myths, Monsters and the Minotaur <i>The Ancient Greeks</i>		The Shang Dynasty <i>Ancient China</i>	
Upper Key Stage 2		Coal-Mining <i>Local Area Study</i>			Space and Time <i>The History of Space and Travel</i>	History of York Minster

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Teaching:

Foundation Stage

History in the Foundation Stage is taught under the umbrella of 'Knowledge and Understanding of the World' from the EYFS. 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 are beginning to gain knowledge and understanding of the world through:

- Photographs
- 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

The National Curriculum Programme of Study at 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 are often introducing 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 National Curriculum Programme of Study at Key Stage 2 should continue to allow children to develop a 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.

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

Organisation:

Homework/parent partnership:

History homework may be set by teachers to either prepare for a lesson or as part of work based around a current or upcoming topic. Objectives are usually open-ended, allowing children to complete the task in their own way. Many of the History homework tasks tend to be creative and children are encouraged to use a range of medium and resources to present their homework.

Resources:

The school is well equipped with resources appropriate for the planned topics. Teachers are also encouraged to use the Local Authority Schools Library Service to further supplement books for their topic.

The school's resource base contains artefacts as well as published materials. The new resources enrich and stimulate children's historical enquiry. Resources held include artefacts, primary and secondary source documents, photographs, video and audio tapes and computer software. A full inventory of resources is held by the History Co-ordinator.

Assessment:

Recording of History

Pupils are encouraged to record their work using a variety of methods and therefore communicate their findings to others. These may include written or verbal reports, charts, models, pictures and role play activities. Examples of children's work will be retained to provide evidence of on-going history, including photographic evidence of displays, presentations, visiting speakers and historical visits.

Assessment

Children's progress should be monitored through observation and by using planning and learning objectives. Teachers are to assess children's learning and progress at the end of a topic against the national objectives and determine whether the child is working towards, at or at greater depth in relation to the objective.

Marking

Feedback to pupils should be provided on their attainment against the objectives of history. Pupils are encouraged to improve their own learning performance through the school marking policy.

Many of the writing objectives are covered in topic lessons, and teachers will mark an extended piece of writing using the school writing assessment grid.

Monitoring and evaluation:

History will be monitored throughout the school by the History Co-ordinator who will be responsible for gathering samples of curriculum work.

The History Co-ordinator will also monitor history books and schemes of work to ensure that the Programmes of Study are being effectively taught and match the needs and abilities of the pupils.

Lessons ideally will also be monitored to help promote quality of learning and standards of achievement in history.

Concluding notes

Monitoring and review:

This policy will be reviewed every three years, however a review will commence before this if any national changes occur.

Other documents and appendices:

Appendix A – The National Curriculum Programme of Study for History

Appendix A

History programmes of study: **Key Stages 1 and 2**

Published: September 2013
National curriculum in England=

Purpose of study

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 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.

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.

Schools are not required by law to teach the example content in [square brackets] or the content indicated as being 'non-statutory'.

Subject content

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.

History – key stages 1 and 2 3

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

Examples (non-statutory)

This could include:

- ☐ late Neolithic hunter-gatherers and early farmers, for example, Skara Brae
- ☐ Bronze Age religion, technology and travel, for example, Stonehenge
- ☐ Iron Age hill forts: tribal kingdoms, farming, art and culture