



Rushey Green Primary school

Enjoying the present, preparing for the future

History Policy

Mission Statement

At Rushey Green Primary School we work in partnership with parents to provide an education of the highest quality, which celebrates everyone's success in a happy, caring environment where all our differences are valued.

AIMS

- The aim of teaching History at Rushey Green Primary School is to stimulate the children's interest and understanding about the life of people.
- We help pupils gain knowledge and understanding of Britain's past and that of the wider world.
- We teach children a sense of chronology, and through this they develop a sense of identity and a cultural understanding based on their historical heritage. Thus they learn to value their own and other people's cultures in modern multicultural Britain.
- By considering how people lived in the past, they are better able to make their own life choices today.
- In our school, History makes a significant contribution to citizenship education by teaching about how Britain developed as a democratic society.
- We teach children to understand how events in the past have influenced our lives today;
- We teach them to investigate these past events and by doing so, children are able to develop the skills of enquiry, analysis, interpretation and problem solving.

The objectives of teaching History 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 the British system of democratic government has developed and in doing so to contribute to a child's citizenship education.
- To 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 in it so that they develop a sense of their cultural heritage.
- To develop in children the skills of enquiry, investigation, analysis, evaluation and presentation and local area.

Expectations

In the Early Years Foundation Stage curriculum, children in Nursery and Reception work towards the Historical aspects under the 'Knowledge and Understanding of the world' in the specific area of learning and development.

In Key Stage 1 & 2 – Pupils will be taught about:

Changes in Britain from the Stone Age to the Iron Age

- 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

The Roman Empire and its impact on Britain

This could include:

- Julius Caesar's attempted invasion in 55-54 BC
- the Roman Empire by AD 42 and the power of its army
- successful invasion by Claudius and conquest, including Hadrian's Wall
- British resistance, for example, Boudica
- 'Romanisation' of Britain: sites such as Caerwent and the impact of technology, culture and beliefs, including early Christianity.

Britain's settlement by Anglo-Saxons and Scots

- Roman withdrawal from Britain in c. AD 410 and the fall of the western Roman Empire
- Scots invasions from Ireland to north Britain (now Scotland)
- Anglo-Saxon invasions, settlements and kingdoms: place names and village life
- Anglo-Saxon art and culture
- Christian conversion – Canterbury, Iona and Lindisfarne

The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor

- Viking raids and invasion
- resistance by Alfred the Great and Athelstan, first king of England
- further Viking invasions and Danegeld
- Anglo-Saxon laws and justice
- Edward the Confessor and his death in 1066

A local history study

- a depth study linked to one of the British areas of study listed above
- a study over time tracing how several aspects of national history are reflected in the locality (this can go beyond 1066)
- a study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality.

A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.

- The changing power of monarchs using case studies such as John, Anne and Victoria.
- Changes in an aspect of social history, such as crime and punishment from the Anglo-Saxons to the present or leisure and entertainment in the 20th Century.
- The legacy of Greek or Roman culture (art, architecture or literature) on later periods in British history, including the present day.
- A significant turning point in British history, for example, the first railways or the Battle of Britain.
- 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:

History teaching focuses on enabling children to think as historians. We use a creative curriculum in order to achieve this goal. We place an emphasis on examining historical artefacts and primary sources.

In each key stage we give children the opportunity to visit sites of historical significance. We encourage visitors to come into the school and talk about their experiences of events in the past. We recognise and value the importance of cross curricular learning, drama and storytelling in History teaching, and we 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, such as “how do we know?” about information they are given.

We recognise that in all classes children have a wide range of ability in History and we seek to provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this by:

- setting tasks which are open-ended and can have a variety of responses;
- setting tasks of increasing difficulty, some children not completing all tasks;
- grouping children in mixed ability groups to allow pupils to support each other in the learning process;
- providing resources of different complexity, depending on the ability of the child;
- using classroom teaching assistants to support children individually or in groups.

PLANNING

We ensure that there are opportunities for children of all abilities to develop their skills and knowledge in each unit. We plan progression into the schemes of work, so that children are increasingly challenged as they move through the school. We carry out curriculum planning in History in three phases (long-term, medium-term and short-term). The long-term plan maps the History topics and derives links to other subject areas wherever possible.

ASSESSMENT FOR LEARNING

Children demonstrate their ability in History in a variety of different ways. Younger children might, for example, act out a famous historical event, whilst older pupils may produce a PowerPoint presentation.

Teachers will assess children’s work by making informal judgements during lessons. On completion of a piece of work, the teacher assesses the work and uses this information to plan for future learning. Written or verbal feedback is given to the child to help guide his or her progress. Older children are encouraged to make judgements about how they can improve their own work.

RESOURCES

The school has resources for all History units that need to be taught in each term, in the school. We keep these resources in the history cupboard, in the PPA room. Resources also include software and CDs for some topics. The library contains a supply of topic books to support children’s individual research.

The Role of the subject leader

- To undertake monitoring of standards in History and use this to inform the History Action Plan.
- Provide leadership and management of their subject to secure high quality teaching and learning.
- Play a key role in motivating, supporting and modelling good practice for all staff.
- Take a lead in policy development and review.
- To liaise with outside agencies and attend subject specific courses.
- To report to the Head teacher and Governing Body on History-related issues.
- To plan and organise the allocation and purchase of resources in accordance with available budget.

Monitoring

Monitoring of the standards of children’s work and of the quality of teaching in History is the responsibility of the History subject coordinator. The work of the subject coordinator also involves supporting colleagues in their teaching, being informed about current developments in the subject and providing a strategic lead and direction for the subject in the school. The subject coordinator has specially allocated time in which to fulfil this role by reviewing samples of children’s work and visiting classes to observe teaching in the subject.

Policy written by E. Thomas February 2017

This policy to be reviewed biennially

Next review date - 2019