

MEADOWS PRIMARY SCHOOL and NURSERY HISTORY POLICY

Purpose of study

The aim of the school is to stimulate the children's interest and understanding about the life of people who lived in the past and events that took place in the past. The teaching of history fires the children's curiosity about the past in Britain and the world. A high-quality history education will help pupils gain a coherent knowledge and understanding of Britain's past and that of the wider world which 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 within modern Britain. At Meadows, children are taught a sense of chronology and how to use the skills of historical enquiry and interpretation to investigate past events and significant people both in their local area and the rest of the world. Consequently, children will understand more about who they are and their origins and they will understand how events in the past have influenced our lives today.

Aims -

As history is a foundation subject within the National Curriculum 2014, the aims of teaching history at Meadows Primary School are in line with the new curriculum and are as follows:

- to encourage an interest in the past
- to enable children to know about significant events in history and to appreciate how things have changed over time
- to enable children to know about the significant lives of men and women in the past and how they have influenced the future
- to develop knowledge and understanding of the history of other countries
- to develop in children the skills of historical enquiry and investigation
- to enable children to use higher order thinking skills when interacting with history, such as being able to reflect, debate, discuss and evaluate events from the past.

The national curriculum for history aims to ensure that all pupils by the end of each key stage, know, can apply and understand the matters, skills and processes specified in the relevant programmes of study.

Programme of Study

Key Stage 1

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
- 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 significant historical events, people and places in their own locality

Key Stage 2

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 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 Styles:

The expectation is that learning and teaching styles will differ from each lesson and will address the needs and wants of the children and the needs and wants of the subject being taught. At Meadows Primary School and Nursery we utilise many learning and teaching styles. History will be taught through themed based lessons alongside and within other curriculum subjects, eg, Literacy, I.C.T, as well in separate history lessons. As far as possible, history should be biased towards practical lessons, with artefacts and drama playing a key part. Trips and visitors also greatly enhance our History curriculum.

History planning:

History is planned for in year group teams and is cross curricular where appropriate. Each teacher has a planning Curriculum folder where guidance can be found for planning each topic at the correct time to ensure progression throughout the school. The planning is based on a termly theme and offers cross curricular links. It aims to develop subject skills which are taken from the National Curriculum documentation, such as encouraging high levels of literacy and reading skills appropriate to the age range. All year groups are encouraged to plan for Writing Across the Curriculum within History, giving pupils the opportunity to display writing skills across a range of genres.

Assessment and recording:

Formative assessment is the basis for assessment in History. History work, where appropriate, will be recorded in Foundation books but evidence will also be photographic and on classroom displays.

Resources:

Resources are held in the history cupboards and within year groups.

Inclusion and Differentiation:

All children must have regular access to History appropriate to their stage of development. We aim to provide equal access to history for all children including those with special educational needs and gifted and talented historians. We do this by tracking the progress of each child by recording the skills they have learned and are able to apply in all contexts of history. This enables the class teacher and teaching assistants to know what the children have already achieved and what their next steps are.

Challenge for all is integral to our teaching and we aim to encourage all pupils to reach their full potential through the provision of varied opportunities. Work must be differentiated to aid children's learning. Also, more-able children should be given open-ended tasks and be given opportunities for further research and more challenging studies. We recognise that our curriculum planning must allow pupils to gain a progressively deeper understanding and competency as they move through our school.

Community Links:

History at Meadows Primary School contributes to the community by promoting the study and understanding of local sites, including the direct locality of the school. This is in order for children to have an understanding of their local heritage; to develop a sense of

pride in their community ensuring they are willing and able to protect the history, environment and culture for future generations.

Monitoring and review:

The History subject leader and class teacher is responsible for monitoring the standard of the children's work and the quality of teaching in history. The History subject leader is responsible for supporting colleagues in the teaching of history, for being informed about current developments in the subject and for providing a strategic lead and direction for the subject in the school. The subject leader will carry out learning walks to monitor how resources are used within lessons and to ensure coverage and progression of skills. Book looks will be carried out which will also allow the history co-ordinator to track and monitor the coverage and progression of skills. The History subject leader will complete an annual report where they evaluate the strengths and weaknesses in the subject and indicate areas for further improvement. The History subject leader must therefore make full use of non-contact time to undertake monitoring of history across the whole school.

Written by Emma Rowe January 2017