



**GREAT FINBOROUGH
CHURCH PRIMARY**

History Policy

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Great Finborough Church Primary

History Policy

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
- 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.

Source - National Curriculum 2014

In Early years Foundation Stage

In the Early Years Foundation Stage children are taught to develop a sense of time, and encouraged to use the common vocabulary associated with the past to show their understanding. For example, using phrases such as 'last week', 'a long time ago', 'when I was a baby' and 'Yesterday'. They talk about changes in their own lives and in those of their families and discuss the past through a range of relevant contexts, such as stories, celebrations and aspects of their topic work.

In both key stages History is often taught in half term blocks which are alternated with Geography.

In Key Stage One, pupils are 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.
- significant historical events, people and places in their own locality.

Further details of the breadth of study and skills to be taught are outlined in National Curriculum 2014.

History is usually taught through the vehicle of a class topic, often linked to literacy, enabling children to practise their developing literacy skills and understanding of genre within the historical context under study. This cross

curricular approach enables children to consolidate their understanding of historical concepts and to express these in a variety of ways, such as letters, postcards, lists, stories and recounts.

Drama is used as a powerful teaching tool to enable children to understand and rehearse their ideas as they 'act out' and improvise in the roles of people from the past.

In Key Stage Two, pupils are 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.

In Key Stage Two History is usually, but not always taught through the vehicle of a cross curricular topic. The breadth of study listed above represents the minimum coverage and teachers will incorporate other aspects of history to suit the needs and interests of the children they teach.

The requirement for chronological study and the necessity for mixed age group classes requires careful planning and mapping of aspects of the subject to ensure that all children cover the curriculum requirements. In lower Key Stage two the requirement to teach from Stone Age through to 1066 will be covered each year, varied by giving the unit a different but relevant focus each time. For example, one year the children may study 'Family through the ages', and the next they may look at Belief and worship through the ages'.

Teachers need to consult the skills list to ensure while delivering the content detailed in the national curriculum, they are also planning for and assessing the progression of historical skills.

Inclusion:

Through careful planning, differentiation of learning activities, resources and recording opportunities we ensure that all pupils are able to access the history curriculum in school at an appropriate level.

Monitoring and assessment:

The progression of skill and acquirement of knowledge is assessed continuously by teachers through their observations and questioning of pupils and through the children's recorded work. Staff use the document 'Key indicators of Progress' by Chris Quigley to moderate their judgements regarding the level of children's recorded work.

Policy to be reviewed as required.
Susan Baldry