

LETHBRIDGE PRIMARY SCHOOL

HISTORY POLICY

History aims and objectives for Lethbridge Primary School

Introduction

We provide a balanced history curriculum which matches the needs of our pupils. We aim for children to develop a sense of identity through learning about the development of Britain, Europe and the world. Children will be assisted to understand and interpret the past.

Aims: The aims of history in our school are to

- Develop the skills which enable children to find out about the past
- Develop a sense and understanding of time
- Inspire children's curiosity about the past
- To help children understand society and their place within it, so that they develop a sense of their cultural heritage
- Develop children's knowledge and understanding of a variety of historical periods and different cultures and societies
- Develop children's knowledge and understanding of historical ideas and concepts – causation, change and continuity over time
- Develop children's ability to investigate and interpret the past in different ways through a variety of historical sources and techniques
- Develop children's ability to communicate their ideas and findings, in different ways, and to organise their work through a wide range of outcomes
- Understand how Britain is part of a wider European culture and to study some aspects of European and World history

Historical Subject Content

Early Years Foundation Stage

The key intention of the Early Years Foundation Stage Curriculum is to develop in children a keen interest in and desire to learn about the world in which they live.

In Knowledge and Understanding of the World key concepts to be promoted are:

- To identify significant personal events
- To look closely at similarities, differences, patterns and change
- To find out about past and present events in their own life and in those of family members and other people they know
- To use information and communications technology to support their learning

The Early Years Foundation Stage is underpinned by the principle that young children learn best through self-initiated and supported play. It advocates a holistic approach to teaching and learning.

In the Early Years Foundation Stage children will be given opportunities to:

- Talk about their families and past and present events in their own lives
- Show sensitivity to the needs and feelings of others

- Show respect for people of other cultures and beliefs
- Listen and respond to stories, songs, nursery rhymes and poems
- Explore objects and look closely at similarities, differences and patterns and change
- Compare, sort, match, order and sequence everyday objects
- Talk about their observations and ask questions to gain information about why things happen and how things work

Key Stage 1

In Key Stage 1, children should be taught a high-quality history education whereby they can gain coherent knowledge and understanding of Britain's past and that of the wider world.

Children will:

- Learn about familiar and significant famous people, e.g. Florence Nightingale, Mary Seacole, Marie Curie and Elizabeth I
- Learn about significant events (*including local ones*) from the recent and more distant past in Britain and elsewhere
- Look for similarities and differences between life today and in the past, and use common words associated with the passing of time
- Learn about changes within living memory and where appropriate, these should be used to reveal aspects of change in national life
- Talk and write about what happened and why people acted as they did
- Learn about events beyond living memory, e.g. 9/11, Plague, Gunpowder Plot, Titanic, Olympics, and Remembrance Day
- Find out about the past using different sources of information and representations

Key Stage 2

In Key Stage 2, children should continue to develop a chronologically secure knowledge and understanding of British, local and world history. They should be given opportunities to make connections, contrasts and trends over time and develop the appropriate use of historical terms.

Children will learn specifically:

- To complete an in depth local history study
- To complete a study of an aspect or theme of British history that extends their chronological knowledge beyond 1066
- About the achievements of the earliest civilizations, including where and when the first ones appeared,
- About Ancient Greece, i.e. a study of Greek life and achievements, and their influence on the western world
- About changes in Britain from the Stone Age to the Iron Age
- About 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

Values and attitudes achieved through the study of history

The children will:

- Learn about the experiences of people in the past, and why they acted as they did
- Develop a respect for and tolerance of other people and cultures
- Learn how people in the past have changed in the society in which they lived
- Develop respect for evidence and the ability to be critical of the evidence
- Develop an understanding of right and wrong and the ability to handle moral dilemmas in a responsible way

Evidence & Assessment

Learning outcomes in each unit show how children can demonstrate what they have learnt within each unit. The children's work serves as a record, and evidence, of their understanding of the taught objectives. Teacher's comments at the end of pieces of work serve as recognition of achievement, and include 'next steps' for children to work upon where appropriate. Children's work is moderated by the coordinator, and samples of work are available to indicate attainment and progression. Children's progress and attainment within History is monitored by coordinators who look at the percentage of children working below, at and above age related expectations.

Classroom organisation and resources

Children will be grouped so that the demands of the task meet the needs of the children. Children are encouraged to work independently and use resources appropriately and respectfully. Each history unit has relevant resources available; either stored in classrooms or the resource rooms.

Reports

Teachers report to parents through parent teacher interviews which are carried out in Autumn and Spring. In the summer term progress and effort in History is detailed with all of the other curriculum subjects in an end of year written report for parents.

For our Gifted and Talented Pupils we will expect them to:

- Choose their own resources to support them with effectively completing given tasks
- Apply their knowledge and skills through problem-solving based tasks
- Display greater independence in working e.g. pupils who are able to do so, should be encouraged to carry out their own simple historical investigations

Cross-Curricular Links

Literacy:

Reading and writing are essential for the processes of find out about and communicating an understanding of history, Discussion, drama and role play are important aspects of the programmes of study for speaking and listening and are important ways for children to develop their understanding that people have different viewpoints and perspectives on history.

The key goal of history lessons should be to develop children's historical understanding. However, history lessons can also provide valuable opportunities to reinforce what children have been doing during their literacy lessons and to apply it in a different context. The units of work provide an indication of where links between history and literacy can be made.

ICT:

Presentation, data handling, information retrieved and Internet use are highlighted in the history planning, The digital camera is used to record visits, local walks and classroom follow up. ICT will provide access to a range of information sources which may not be available in other forms. ICT will support the development of the understanding of historical patterns and processes. It can assist in the analysis of historical data.

Where there are opportunities for links with objectives being taught in other subjects, this is indicated on medium term planning.

Planning

Long term planning is identified from the National Curriculum Documentation. This is undertaken in the context of the school's overall curriculum plan. It reflects the needs of all children. All teaching staff agree which parts of the programme of study are drawn together to make coherent, manageable teaching units which match the age and levels of attainment of the children. History is integrated into topic based planning with the History co-ordinator checking long term and medium term plans to ensure coverage of the History Curriculum. Long term plans show how the teaching units are distributed across Key Stages 1 and 2 in a sequence which promotes both curriculum continuity and progress in children's learning.

Medium term and short term planning is taken from QCA study units, or created to meet the identified skills suited to each topic. Termly plans identify learning objectives and outcomes for each history unit and suggest activities and resources which will enable these to be achieved. The units of work are in line with the National Curriculum.

Risk Assessment

A thorough risk assessment is carried out before any educational visits are undertaken. Safeguarding checks are made with regards to personnel accompanying the children. Class history safety checks are carried out regarding physical areas and resources used.

**Reviewed September 2017
To be reviewed September 2019**