

HIGH ERCALL PRIMARY SCHOOL CURRICULUM POLICY GUIDANCE FOR HISTORY

INTRODUCTION AND SUBJECT DEFINITION

The history curriculum at High Ercall Primary School reflects the NC 2014 programmes of study. It aims to develop the active interest and enthusiasm of all groups of pupils. It provides opportunities for discovery and challenge and for pupils to take greater responsibility for their learning. The children are encouraged to develop the 5Rs when studying History – Resourceful, Reflective, Responsible, Resilience, and Respectful.

Purpose of study

At High Ercall, pupils are given a high-quality history education which helps them to gain a coherent knowledge and understanding of Britain's past and that of the wider world. It develops pupils' curiosity to know more about the past. Through educational visits and learning experiences, including workshops, we encourage the children 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

Through the teaching of History we aim to:

- To stimulate curiosity about the past.
- To develop research skills needed to access relevant information.
- To increase knowledge and understanding of the history of Britain, Europe and the world.
- To help pupils develop a sense of identity through studying the history of their locality.
- To give opportunities to convey understanding and interpretation of past events in a variety of ways.
- To provide situations which foster independent and co-operative activities.
- To develop independent research skills through enquiry-based learning.

Curriculum organisation

To ensure coverage, depth and balance in the history curriculum, teachers plan in a variety of ways:

Where possible and relevant, links will be made between history and other curricular areas of study as shown in the two year programme for long term.

Elements of History are delivered to the Reception children, through the Early Years Foundation Stage Curriculum (Knowledge & Understanding of the World) and are incorporated into the termly topics.

- The KS1 and KS2 2 year rolling programme for long term planning contains details of particular units carrying a history bias
- History may be taught as a discrete area e.g. notable local, national and international events and current affairs e.g. Olympic Games
- These aspects are taught as and when necessary and are added to individual medium and short term planning at the time

Expectations

In KS1 and KS2 there are five key elements or skills to be developed:

1. Chronology.
2. Range and depth of historical knowledge and understanding.
3. Interpretations of history.
4. Historical enquiry
5. Organisation and communication.

During 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.

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

Source (National Curriculum POS 2014)

During KS2 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.

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

Source (National Curriculum POS 2014)

CONTINUITY AND PROGRESSION

Continuity

Continuity in History implies that pupils should be able to build on their knowledge and understanding of the subject; while the content of each History study unit is obviously different, there should be ample use of the range of key elements:

- (i) within each study unit
- (ii) across study units within a Key Stage
- (iii) across KS1 and KS2.

Progression

Progression in history involves developing historical perspective through

- wider, more detailed and chronologically secure knowledge
- developing methods of enquiry and communication
- deeper understanding of more complex issues and of abstract ideas
- developing key concepts
- greater independence in applying all these qualities

TIME ALLOCATION

NO SPECIFIC WEEKLY TIME ALLOCATION – AT TEACHERS DISCRETION TO COVER IN SUFFICIENT DEPTH THE THEME BEING STUDIED. OFTEN TAUGHT AS A BLOCK AND WITHIN LONG TERM SCHEME OF WORK THEMES WITH A HISTORICAL BIAS ARE BLOCKED FOR A TERM OR HALF TERM

TEACHING AND LEARNING STRATEGIES

The emphasis in History lessons will be on enabling children to think as historians; by developing historical skills; having a sense of chronology; developing a range and depth of historical knowledge and understanding; interpretation, enquiry, organisation and communication skills. We always encourage children to ask searching questions about information they are given.

We recognise discussion and debate as a key aspect of effective learning and embrace the principles described by 'Blooms Taxonomy'. Using this structure it is possible to offer sufficient challenge for children, encouraging higher order thinking skills.

To teach History effectively, teachers employ a variety of methodologies, such as:-

- presentations by the teacher, visitors and children
- drama and role play
- discussions and debates
- visual stimulus (e.g., artefacts – old and modern; television, DVD's, pictures and
- photographs visits to historical sites and museums
- individual or group investigations (e.g., research or organising picture cards and labels)
- use of ICT including CD-ROMs, web-based resources and interactive programs
- themed days or weeks
- creating portfolios of work, pages on the school website, or articles for the school newspaper

RESOURCES

Specific year group resources are kept in teachers' classes. All other general resources are kept in MP1. Books can be found in the library. The School Library Service can be accessed for artifacts, books and resources.

CONTRIBUTION TO OTHER AREAS OF THE CURRICULUM

History is sometimes taught as a discrete subject. It is also taught through a cross-curricular approach, drawing upon, where possible, children's skills in other curriculum areas to make links more pertinent and meaningful.

While history lessons primarily develop historical skills, history can also promote the skills of reading and writing, speaking and listening. Some of the texts used in Literacy lessons are historical in nature and links to chronology are actively sought when teachers develop the use of the number line in mathematics.

Children develop oral skills through discussing historical questions or presenting their findings to the rest of the class. They develop their writing ability through composing reports, letters and diary entries.

History also contributes to the teaching of ICT and PSHE including British values (Democracy, the rule of law, individual liberty, mutual respect and tolerance of those with different faiths and beliefs).

HEALTH AND SAFETY

When planning trips all teachers are required to gain permission from the head teacher before confirming a booking. The teachers must also complete a risk assessment, even if it is a site they have visited previously. Teachers should refer to the school's Health and Safety Policy and the safety procedures recommended in the DfES 'Health & Safety of Pupils on Education Visits' guidelines.

EQUAL OPPORTUNITIES AND INCLUSION

It is the aim of the school to ensure that opportunities and facilities are available to everyone who studies history

- We will ensure that the educational needs of all pupils are properly assessed.
- We will identify those barriers (physical, environmental and curricular) which could prevent individuals from accessing the learning opportunities the school provides, and seek to remove them, making reasonable adjustment through our best endeavours to promote inclusion.
- We will seek to provide a supportive and welcoming atmosphere.
- We will employ a range of teaching styles to ensure no pupil is excluded from learning and to enable pupils to achieve success.
- We will challenge inappropriate attitudes and practices directly. This might involve quiet conversations with individuals, speaking with groups of children, broader messages through Meeting for Worship
- We will model positive behaviours to demonstrate our commitment to equality of opportunity.

GIFTED AND TALENTED PUPILS

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Put a comment about differentiation and extension activities

History curriculum can be the context for enabling children to attain 'mastery' of year group expectations (using and applying skills)

COMMUNITY LINKS

History at High Ercall contributes to the local community by promoting the study and understanding of local sites and using the community to enrich the History curriculum. (E.g. inviting in local people with specific memories of the past).

It contributes to the wider community by understanding how past events have shaped British Values such as democracy, law and others with different faiths and beliefs.

ASSESSMENT, RECORDING AND REPORTING

We assess children's work in history by making informal judgements as we observe them during lessons. We mark a piece of work once it has been completed and we comment as necessary. An assessment is recorded in the pupils' end of year report.

Add in comment about formative assessments against statutory end of key stage objectives

REVIEW AND MONITORING

The History subject leader will undertake monitoring, feedback and review.

PROFESSIONAL DEVELOPMENT

Any courses or CPD, which the subject leader attends, will be disseminated to staff by the subject leader, if appropriate.

POLICY REVIEW

The policy will be reviewed by the subject leader ...

3 years or earlier of appropriate