



HISTORY

Spring 2019

This policy should be read in line with The National Curriculum in England: primary Curriculum
<https://www.gov.uk/government/publications/national-curriculum-in-england-primary-curriculum>

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The National Curriculum in England (2014)

The Importance of Teaching History

The National Curriculum (2014) states that high-quality teaching of History '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' (pg. 188)

At John Clifford School, we believe that a cross-curricular approach is particularly relevant to the teaching of History. Children learn best through enquiry and investigation and because of this we encourage the use of first-hand experiences as an exciting introduction for new topics such as trips, visits and the Victorian Day in Year 2. Indeed, our own school building is a local heritage site with over a hundred years of local history.

Aims and Purposes

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; the achievements and follies of humankind
- 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.

Equality of Access and Differentiation

History is taught within the guidelines of the school's Equal Opportunities Policy.

- We ensure that all our children have the opportunity to gain History knowledge and understanding regardless of gender, race, class or ability.
- Our expectations do not limit pupil achievement and assessment does not involve cultural, social, linguistic or gender bias.
- We aim to teach History in a broad global and historical context, using the widest possible perspective and including the contributions of people of many different backgrounds.
- We value History as a vehicle for the development of language skills, and we encourage our children to talk constructively about their History experiences.
- In our teaching, History is closely linked with literacy and mathematics.
- We recognise that History may strongly engage our gifted and talented children, and we aim to challenge and extend them.
- We exploit History's special contribution to children's developing creativity; we develop this by asking and encouraging challenging questions and encouraging original thinking.
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Our School Curriculum: Key Areas of Focus

History in Foundation Stage: Knowledge and Understanding of the World

In the Early Years Foundation Stage, children first learn about historical concepts through gaining an understanding of themselves and their families with the aim of being able to talk about past events in their own lives and the lives of their families.

History in Key Stage 1 and 2

Key Stage 1

In Key Stage 1, pupils should develop an awareness of the past using common words and phrases relating to the passage of time. They should know where the people and events they study fit within a chronological framework. They should identify similarities and differences between ways of life in different periods in history. 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.

To ensure the progression described above, key stage 1 teachers often introduce pupils to historical periods that they will go on to study in greater depth at key stages 2 and 3.

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

In Key Stage 2, 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.

At John Clifford School, in line with the National Curriculum, 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 an indepth 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.

The Teaching of History

At John Clifford School, the teaching of History takes place on a weekly basis as part of Topic lessons. Teaching staff will lead the lesson.

Planning, Evaluation Assessment, Recording and Reporting

All teachers are responsible for planning, evaluating and teaching History. Class teachers meet regularly to ensure continuity of provision and moderation in terms of expectations and outcomes across the year groups.

Short and medium-term assessment is the responsibility of the class teacher. 'I can' statements can be used to highlight areas requiring revisiting and also to show areas of strength. Pupil progress is reported to parents in the Topic Work area of reports and also commented on in parents' evenings.

Links with Other Subjects

Learning about History does not occur within discreet lessons. History at John Clifford School is taught as part of a Topic lesson which may encompass several Foundation Subjects. We encourage the use of our extensive local history as an exciting introduction to the subject.

ICT in History

We use ICT widely in History. Children are given the opportunity to practise History skills and enhance their presentation using carefully-chosen software.

At both key stages, children have the opportunity to:

- Locate and research information using the internet
- Record findings using text, data and tables
- Log changes to the environment over time using sensing equipment and data loggers
- Use digital cameras, tape recorders and microscopes
- Explore a variety of activities and resources using the IWB (Interactive Whiteboard).

School visits

We aim to enhance our History curriculum and learning through visits to sites of historical interest. These maybe within the immediate locality to historically significant buildings such as the church, or they may be further afield, for example to Newstead Abbey or Creswell Crags Museum.

The Role of the History Leader

At John Clifford School, the Leader for History is Charlotte Garforth. Her role within school in leading History is to:

- Inspire others to teach History in a practical, engaging and challenging way.
- Monitor the effectiveness of History within the school.
- Support teachers in their planning and strategies for classroom management.

- Keep up to date with any new or relevant government documents and disseminate new information.
- Ensure continuity and improvement of the teaching and learning of History across the school by monitoring and professional development opportunities.
- Ensure that the History assessment across the school is consistent and accurate and to judge whether data is in line with national averages.

Homework

Homework in History is set in line with the school's Homework Policy (2015/2016). The class teacher may set a 'creative' project over the half term holiday which will be related to the next topic. Pupils may well be able to take this project in a historical direction.

Parental Involvement

The school actively encourages parents to support learning in History through newsletters and themed topics. Curriculum maps are shared on a half-termly basis to inform parents of the learning that is taking place. Each year, parents and carers are invited to view regular showcases of topic work.

Risk Assessment

Teachers assess all the activities and resources used in lessons in terms of the possible risk they may pose to children and adults. All lessons are planned and delivered in line with the school's General Risk Assessment Policy.

This policy was written in Spring Term 2019 and will be reviewed Spring Term 2020.