

# HISTORY POLICY

## Rationale

### What is History?

It makes a significant contribution to an understanding of human rights, to political education, multicultural education, economic awareness and environmental education.

All children should be presented with the opportunity to experience success and enjoyment in geography, regardless of race, ethnicity, gender, ability or disability.

- Making a contribution to the personal and social development of pupils.
- Providing an understanding of the present and future with reference to the past, enabling students to develop a sense of time.
- Providing an insight into the cultural heritage of the local, national and international community.
- Helping pupils to develop an understanding of their own cultural roots and shared inheritances.
- Helps pupils to make sense of the outside world.
- Opportunity for seeing, doing, enquiring and experiencing.

**Our Vision:** Together we believe, together we achieve

**Our Mission:** To create a positive, enjoyable atmosphere to inspire all, to learn and grow

### Our Aims:

- We will provide a high-quality history education which will help pupils gain a coherent knowledge and understanding of Britain's past and that of the wider world.
- It will inspire pupils' curiosity to know more about the past.
- Teaching will equip pupils to ask questions, think critically, weigh evidence, sift arguments, develop perspective and judgement.
- History teaching will help pupils understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups.
- It will also develop children's understanding of their own identity and allow them to think about the challenges of their own time.

### Statutory Requirements:

The National and Early Years Foundation Stage Curriculum provide the frameworks within which we aim to deliver History at appropriate levels.

### Foundation Stage

In the Foundation stage children explore history in themes through the Understanding the World strand of the EYFS framework.

- People and communities
- The World

- Technology

### **Key Stage One**

In Key Stage One children will develop an awareness of the past, using common words and phrases relating to the passing of time. They will 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 will use a wide vocabulary of everyday historical terms. They will 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 will understand some of the ways in which we find out about the past and identify different ways in which it is represented.

Children will 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 Two**

In Key Stage Two children will 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 will note connections, contrasts and trends over time and develop the appropriate use of historical terms. They will regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They will construct informed responses that involve thoughtful selection and organisation of relevant historical information. They will understand how our knowledge of the past is constructed from a range of sources.

Children will 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 Ancient Egypt

- 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 – Focusing on the Benin Empire (West Africa)

## **Equal Opportunities**

All children should be presented with the opportunity to experience success, regardless of race, ethnicity, gender, ability or disability.  
See the Equal Opportunities Policy.

## **Disability Equality**

The School welcomes and values disabled people to be an active part of school life.

Broomwood Primary School is keen to make sure that we do not make it difficult for disabled children, young people and adults to be involved in every part of school life. We have a legal duty not to discriminate against disabled people and to monitor how many of our pupils. Staff, parents/carers and governors are disabled under the Disability Discrimination Act 2005.

Broomwood Primary School recognises that disabled people are very diverse and include people with a physical impairment, visual impairment, hearing impairment, learning difficulty, specific learning difficulty (e.g. dyslexia), mental health issues, people who are deaf, British sign language users and people with long term health conditions.

## **E- Safety**

When any aspect of ICT is used, the school's E safety policy will be followed

## **Planning**

Teachers will plan suitably challenging activities in line with the National Curriculum and Understanding the World for the EYFS curriculum.

## **Long Term Planning**

The teachers follow the Whole School Plan that ensures reasonable breadth and balance across the age range. Teachers are aware of the historical topics to be covered by their class for the year ahead. There is a two year running program based on a thematic approach, where the topics are carefully selected to give the children opportunities to explore historical topics as well as experience historical skills and forms of enquiry.

If a topic does not have a specific historical focus the figures form history related to the topic will be researched.

## **Medium Term Planning**

This will look in detail at the term's work and should include details of:

- Teaching objectives – the history scheme of work details key and National Curriculum objectives. The EYFS Outlines the UW objectives for foundation stage. Chris Quigley outlines the learning objectives for each key stage.
- Skills to be developed in the topics based on Chris Quigley
- Resources
- Activities
- Assessment

## **Short Term Planning**

Teachers should plan the week ahead in some detail, making reference to the medium term planning.

Teachers are responsible to the Headteacher and Curriculum Co-ordinator for all aspects of their planning.

## **Teaching Method**

There are clear implications for the way in which history is taught.

Enquiry should form an important part of the pupil's work in history. It should take account of pupil's interests, experiences and capabilities, leading to investigations based on classroom activities and fieldwork.

Pupils should develop their skills through the National Curriculum breadth of study and Early Years Framework. Key skills should be taught each year, building on previous learning.

A variety of teaching methods will be used best suited to the abilities and interests of the children, including:-

- fieldwork and local studies
- observation and enquiry
- individual, group and class investigations
- discussion and debate
- Presentation by the teacher

Information will be selected from a variety of sources such as:

- Fieldwork, visits to museums and historical sites
- Visitors
- Photographs, TV and radio programmes and videos
- Documents
- Computer based materials
- Books

Some of these resources will be readily available in the classroom or school while others may be ordered in advance. A copy of the list of resources available in school may be found in the co-ordinators file.

Teachers should take into account the resource opportunity of the local area and the local community when they plan their work.

Children should be given opportunities to use appropriate Information Technology.

In the Early Years history will usually form part of an integrated programme of work. Higher up the school, it may be appropriate to teach it cross curricula, linking it with the overall topic for the Year Group.

### **Assessment, Reporting and Recording**

Assessment will be in line with the school's Assessment Policy.

### **Health and Safety**

The staff will work in accordance with Trafford's Health and Safety Guidelines. All visits will be organised in line with the School's Visits Policy.

### **The Role of the Coordinator**

The Coordinator should:-

- be available for advice and consultation to other members of staff
- be aware of the latest information on curriculum updating and statutory guidelines, and attend courses in order to disseminate this information
- be responsible for the formulation and updating of a History Policy
- Encourage staff to provide evidence of good practice in classroom teaching
- Initiate liaison with secondary schools where applicable
- To provide guidance and support to staff implementing the curriculum
- To organise, review, purchase and maintain an inventory of resources
- To ensure staff are aware of current developments in the teaching of geography, and the courses available
- To ensure continuity and progression throughout the school.

### **The Role of the Head Teacher**

The Head Teacher should:-

- Support the work of the co-ordinator to enable the school to have a well planned and well delivered history curriculum.

### **Review of policy**

This policy will be reviewed and revised in line with developments in the National Curriculum, EYFS and the School Development Plan.

**Reviewed: December 2015**

**Signed \_\_\_\_\_ for the Governing Body**