

Castleside Primary School

History Policy

K.Kilty – History Lead
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This policy is written with consideration to our school commitment to the Rights of the Child and our achievement of becoming a Rights Respecting School. Although direct reference to this is not continuously made, the policy has been written with full awareness of our responsibility and commitment to this purpose.

Intent

“History is not everything, but it is a starting point. History is a clock that people use to tell their political and cultural time of day. It is a compass they use to find themselves on the map of human geography. It tells them where they are but, more importantly, what they must be.” John Henrik Clarke.

History in our school is designed with local history embedded. As crime rates in the local area, Consett South and Castleside, highlights an issue with anti-social behaviour, it is key that we encourage a sense of pride of their heritage.

Using conflicts and resolutions through history we will equip our children with the skills and knowledge to change their futures, as knowledge is power. Our children will have a firm grip of the history of the wider world as when they know more and remember more, they will be able to do more. Children will be inspired to be curious and reflective with a consideration and understanding of how events have influenced their lives today.

During Key Stage One pupils will learn about people’s lives and lifestyles. They will find out about significant men, women, children and events from the recent and more distant past, including those from both Britain and the wider world. They will listen and respond to stories and use sources of information to help them ask and answer questions. They will learn how the past is different from the present. 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.

As we follow a four-year rolling programme in Key Stage Two and a two-year rolling programme in Key Stage One, children are not taught history content chronologically, however, they are made critically aware of historical perspective by placing their growing knowledge into different contexts. Timelines are placed in history books to allow children to clarify timescales of events. As books will follow children through each Key Stage, children will be able to reflect and sequence their learning, meaning they remember more and progress as historians. 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. Children will be taught each history strand in half-termly blocks of learning. This will develop a coherent knowledge which can be reflected and built upon weekly. Children will then consolidate their learning before they make links with other curriculum areas.

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.

History in the National Curriculum

Attainment targets

By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.

Subject content

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 (e.g. 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 (e.g. 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 Edith Cavell)
- significant historical events, people and places in their own locality.

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 and that different versions of past events may exist, giving some reasons for this.

In planning to ensure the progression described above through teaching the British, local and world history outlined below, teachers should combine overview and depth studies to help pupils understand both the long arc of development and the complexity of specific aspects of the content.

Pupils should be taught about:

- changes in Britain from the Stone Age to the Iron Age

This could include:

- late Neolithic hunter-gatherers and early farmers, e.g. Skara Brae
- Bronze Age religion, technology and travel, e.g. Stonehenge
- Iron Age hill forts: tribal kingdoms, farming, art and culture
- the Roman Empire and its impact on Britain

This could include:

- Julius Caesar's attempted invasion in 55-54 BC
- the Roman Empire by AD 42 and the power of its army
- successful invasion by Claudius and conquest, including Hadrian's Wall
- British resistance, e.g. Boudica
- "Romanisation" of Britain: sites such as Caerwent and the impact of technology, culture and beliefs, including early Christianity
- Britain's settlement by Anglo-Saxons and Scots

This could include:

- Roman withdrawal from Britain in c. AD 410 and the fall of the western Roman Empire
- Scots invasions from Ireland to north Britain (now Scotland)
- Anglo-Saxon invasions, settlements and kingdoms: place names and village life
- Anglo-Saxon art and culture

- Christian conversion – Canterbury, Iona and Lindisfarne
- the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor

This could include:

- Viking raids and invasion
- resistance by Alfred the Great and Athelstan, first king of England
- further Viking invasions and Danegeld
- Anglo-Saxon laws and justice
- Edward the Confessor and his death in 1066
- a local history study

For example:

- a depth study linked to one of the British areas of study listed above
- a study over time tracing how several aspects national history are reflected in the locality (this can go beyond 1066)
- a study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality.
- a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066

For example:

- the changing power of monarchs using case studies such as John, Anne and Victoria
- changes in an aspect of social history, such as crime and punishment from the Anglo-Saxons to the present or leisure and entertainment in the 20th Century
- the legacy of Greek or Roman culture (art, architecture or literature) on later periods in British history, including the present day
- a significant turning point in British history, e.g. the first railways or the Battle of Britain
- 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

We strive to develop children's enquiry skills through the use of questioning and by settling the children's tasks and exposing them to experiences which will help their information finding skills. Lessons may be taught as whole class sessions, group activities or individual tasks dependant on the structure of the class and content of the lesson. The learning needs of each individual child will be met through:

- stories
- timelines
- classroom displays
- role play and drama
- artwork/model making/craft work
- use of photographs
- ICT
- educational visits

Resources

Each teacher is aware of where the History resources in school are held. An inventory of resources will be held and regularly updated by the subject coordinator. The resources used will provide a variety of information about the people and places being studied and be suitable for the ages and abilities of pupils. These will include:

- the children's own experiences
 - experiences of people known to them
 - the experiences of visitors and invited guests
 - the classroom, school and its grounds
 - the local environment
 - the use of story, pictures, illustrations, photographs, artefacts, textbooks, reference materials, maps and atlases
 - ICT
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- Trips to historic sites and museums

Inclusion and Special Education Needs

Schools have a responsibility to provide a broad and balanced curriculum for all pupils. This statutory inclusion statement outlines how teachers can differentiate and modify as necessary to provide all pupils with relevant and appropriately challenging work at each key stage. It sets out three principles that are essential to developing a more inclusive curriculum.

- setting suitable learning challenges
- responding to pupil's diverse learning needs
- overcoming potential barriers to learning and assessment for individuals and groups of pupils

We aim to encourage all pupils to reach their full potential through the provision of varied opportunities and differentiated lessons. Through the teaching of History we aim to develop awareness of ethnic, cultural and economic diversity of human society and to foster positive attitudes to all people. Care is taken when selecting source material that a range of perspectives and viewpoints are represented including those of men and women from different racial, national and religious groups, links with our work on equality and diversity. Care is taken that societies are not just represented from the British perspective but also from their own. The importance of the pupils own cultural background is recognised as a resource which may give an alternative perspective on events of the past as well as the present. The History co-ordinator will liaise with the SENCO to ensure that the children with SEN achieve their full potential in History lessons and activities.

Gifted and Talented

Children on the gifted and talented register need to be challenged with open ended tasks which provide opportunities to tackle more complex issues and a wider range of resources. This will be done by differentiation for those pupils concerned.

The History coordinator will work with the MAT coordinator to keep a register of children who are more able in History and ensure these children and class teachers receive relevant support and differentiated activities. When monitoring takes place the subject coordinator will ensure the needs of these children are being met.

Educational Visits

Educational visits to places of historical value will be used to support the pupils work in History. The learning process will be based on direct experience and practical activities and will take into account the pupils own interests, experiences and activities. We will take advantage of

Roles and Responsibilities

The subject coordinators role is to:

- prepare and review policy documents, curriculum plans and schemes of work for the subject
- encourage staff to provide effective learning opportunities for all pupils, to develop valid activities appropriate for all pupils at different stages of development and which enables pupils to progress in the subject
- help colleagues develop their subject expertise and organise and monitor their professional development
- collect, evaluate and inform staff of all resources
- ensure standard formats for assessment and monitoring are being used
- provide annual subject action plans including costings and priorities which help inform the school development plan
- organise and advise on the contribution of History to other curriculum areas including cross curricular
- help with the monitoring and evaluation of the effectiveness of the subject within the school

The class teacher's role is to:

- ensure coverage of History for their year group/Key Stage.
- inform the subject leader of any resources needed to deliver the units before they arise in the curriculum.
- plan and deliver lessons to appeal to all learners to enthuse as well as educate the children in their class.

Assessment, Recording and Reporting

This will be in accordance with the school's assessment policy which is followed throughout the school. The assessment of pupil's work can provide information for pupils, teachers and parents:

- to enable pupils to reflect upon and celebrate achievement
- to help plan for progression, continuity and target setting for pupils are to inform planning for future work of whole classes and individual pupils
- to communicate achievement and identify areas for future development to pupils, parents and teachers
- to evaluate the effectiveness of teaching and learning

Assessment is an integral part of teaching and learning and based upon teacher's judgements of pupil attainment and progress. Assessment is built into the planning of learning experiences and clearly related to the learning outcomes. Assessment and recording begin in Foundation Stage and continue throughout the school. Reporting on a child's progress in History is a statutory requirement. An annual report relating to their child's progress in History will be sent to parents.