

# Bankfields Primary School History Policy



June 2015

## History Policy

This document is a statement of the aims, principles and strategies for the teaching and learning of history at Bankfields Primary School.

### What is History?

History is a foundation subject within The National Curriculum. The fundamental skills, knowledge and concepts of the subject are set out in Key Stage 1 and Key Stage 2 of The National Curriculum where they are categorised into a single attainment target called history.

In the Foundation Stage (Nursery and Reception) the basic skills of history are covered within the area of learning; Knowledge and Understanding of the World.

History not only teaches us about events and people in the past but shows us how these can shape the present and the future.

## **The purpose of history in the Primary Curriculum**

### **Purpose of study**

Our high-quality history education helps pupils gain a coherent knowledge and understanding of Britain's past and that of the wider world. It inspires pupils' curiosity to know more about the past. Teaching equips 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.

### **The aims in teaching history are:**

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.

### **Timetabling of history lessons:**

In KS1 and Years 3 and 4, history is taught every other half term. The lessons take place once per week for a full afternoon. In years 5 and 6, history is taught for a term per year. During the block of work, the lessons are weekly for an hour to an hour and a half.

### **Teaching and learning:**

#### **Foundation Stage:**

We teach history in the Foundation Stage through the Knowledge and Understanding of the World strand of the profile. The profile is used as guidance to ensure progression and continuity for children from 3 to 5 years. A two year rolling programme of topics in the Foundation Stage ensures that children are offered increasing challenge and motivation in history as they progress through the school, providing a firm foundation for entry to the KS1 National Curriculum. History topics within the Foundation Stage are taught using a cross curricular approach.

#### **KS1:**

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.

In planning to ensure the progression described above through teaching about the people, events and changes outlined below, teachers are often introducing pupils to historical periods that they will study more fully 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 [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

### **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.

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
- 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

### History Curriculum Planning

Planning of the history curriculum takes place within teams. We use the 2014 National Curriculum document to inform our planning. History is taught through topics using a cross curricular approach whilst ensuring that children know that they are being taught history. Planning is supported and reviewed by the history coordinator on a regular basis. Due to the fact we have mixed age classes, we plan on a two year rotation cycle. This ensures that children have complete coverage of the National Curriculum without having to repeat topics. When planning, we ensure that the needs of all children are met through differentiation.

### The contribution of history in other curriculum areas

History provides an abundance of opportunities for cross curricular approaches although children should know that they are being taught history. Where relevant and appropriate, a thematic approach is adopted. In KS1 every other half term the topic is history led.

## **Information and communication technology (ICT)**

ICT plays an important role in the teaching of history. The recent purchase of IPADS and green screen technology has enhanced the teaching and learning of history throughout the school. Children are able to conduct research, present information, take photographs and use videos as sources of information.

## **English**

History makes a significant contribution to the teaching of English in our school because it actively promotes the skills of reading, writing and speaking and listening. When topics are history led, the English texts we use are of a historical nature. In the Foundation Stage and KS1 history is approached through story. For example, we use 'Ben's escape from the Blitz' a Hopscotch Histories text to develop children's knowledge and understanding when learning about WW2. In KS1 and KS2, at least termly a piece of writing is produced in history to support genres taught in English lessons.

## **Mathematics**

In history lessons opportunities to apply maths are specifically planned. Children learn to apply their number skills in history when developing a sense of chronology. This is achieved through activities such as investigating time-lines. Children learn to interpret information presented in graphical or diagrammatic form, for example they study the impact of the discovery of ironstone in the Cleveland Hills by analysing population statistics for the local area.

## **Assessment**

We assess the children's work in history by making informal judgments as we observe the children during lessons. Once the children complete a piece of work, we mark it in accordance with our marking policy. The marking focuses on subject knowledge rather than English skills. Children also have the opportunity to respond to marking in history termly using 'polishing pens'. Feedback to pupils about their own progress in history is usually done while a task is being carried out through discussion between child and teacher. These assessments inform planning and identify children's needs. At the end of the academic year, a formal assessment is carried out to assess progress and to report to parents. The record keeping system is in relation to the National Curriculum and shows progression of skills and standards throughout the school. This is completed by the class teacher and forwarded to the co-ordinator.

## **Inclusion**

Bankfields Primary School values the individuality of all children. We are committed to giving all our children every opportunity to achieve the highest of standards. We do this by taking account of pupils' varied life experiences and needs. We offer a broad and balanced history curriculum and have high expectations of all our children. The achievements, attitudes and well-being of all our children matter. The inclusion policy helps to ensure that the school promotes the individuality of all our children, irrespective of ethnicity, attainment, age, disability, gender or background. We ensure that our SEND and gifted and talented children have the appropriate support and challenge.

## **Roles and Responsibilities**

The roles and responsibilities of the geography coordinator include:

- supporting staff with planning, excursions, visitors and resources (including ICT)
- leading working party meetings
- leading Inset training
- monitoring standards in history teaching and learning across the school by carrying out lessons observations and book scrutiny
- taking the lead in policy development and the adaptation and integration of schemes of work
- monitor progress in history
- keep up to date with developments in the history curriculum and disseminate information to colleagues as appropriate

## **Parental and community involvement**

At Bankfields, we strive to have an excellent relationship with parents and the wider community. For many years we have endeavored to be approachable and welcoming to our parents by holding a high number of parent's sessions some of which are history related. We now have an extremely high intake at these events and have very supportive parents who are well equipped to support their children with their education. In addition, we formally report on history to parents at the end of each school year and at regular parent consultations. Where appropriate, we would report to governors with regards to history in the termly head teacher's report. We also make use of local resources and any appropriate visitor