



Abacus Primary School

History Policy

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History Policy Updated October 2019

Mission Statement

Aspire, Believe, Achieve, Create, United, Success

What is History?

History is the study of the past. History teaching should inspire pupils' curiosity to know more about the past. The study of History allows pupils to understand what caused the events in the past and how these events have shaped our future. The study of history also allows pupils to understand why people acted as they did and how different beliefs and ideas can affect the community. By studying history pupils will be better equipped to understand the world that they live in and to show them the importance of their actions.

The national curriculum aims to help pupils to gain coherent knowledge and understanding of Britain's past and that of the wider world. The teaching of history should equip pupils to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement.

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; 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.

Statutory Requirements

Statutory requirements for the teaching and learning of History are laid out in the National Curriculum (2014) and on the Early Years Foundation Stage (Understanding the World).

Content

History across the school is about people and events from the recent and more distant past; in the locality, in Britain and in other parts of the world. In the Foundation stage this is covered by children learning about the concept of the past, present and future.

Key Stage One studies include:

- The Royals
- Remembrance Sunday/Local people
- Walt Disney

Key Stage Two studies include:

- Stone age to Iron Age
- Egyptians
- Romans
- Wickford/Essex Study
- Mayan civilization
- Ancient Greece
- Anglo-Saxons and Vikings
- Space Race
- Victorians
- World War Two (Anne Frank)

Teaching strategies

These will include:

- Providing a range of resources and artefacts appropriate to the needs of the children to aid historical investigation. This will also enable the children the opportunity to gather information by questioning and interpreting artefacts.
- Providing an opportunity for each child to experience a variety of historical sites/ access to visitors to help expand their knowledge and understanding of the characteristic features of a specific era.
- Introducing specific historical vocabulary to develop pupils understanding of the past (including chronology terminology).
- Giving children the opportunity to work in pairs, groups and individually to assist the learning process.
- Enabling pupils the opportunity to communicate their findings visually, orally and in written form.
- Ensuring that pupils have the opportunity to use ICT to research and present historical findings.
- Enabling children to use drama skills to empathise and appreciate people from the past.

Implementation

History will be taught through creative units and as such some lessons will be discretely History and others will combine a number of areas for learning using an element of history.

Planning

- Teachers will use agreed planning formats for phases.
- Teachers will use planning from Twinkl, keystagehistory.co.uk, as well as the National Curriculum and Milestones to assist planning and ensure coverage and progression.
- Activities will be differentiated where appropriate and children will be taught according to individual/specific needs.
- Where possible teachers will plan lessons that are cross-curricular and that also give opportunities for extended writing.

Equality of opportunity

All children will be given the opportunity to access history. Each child is valued, respected and challenged regardless of race, gender, religion, social background, culture or disability.

History is the understanding of different people and their beliefs. Therefore through History teaching an idea of equality should be promoted.

Assessment

Pupils learning will be assessed by:

- Evaluating the learning that has taken place in lessons
- Marking work
- Teacher and pupil discussions about understanding
- Achievement in History will be assessed after each topic against target tracker

Resources

- A selection of reference books
- Photographs, posters, maps
- Documents
- Artefacts
- Films, video tapes, DVDs and CD ROMs
- Computers/ internet - when used appropriately
- Visits and visitors

The role of the co-ordinator

The role of the co-ordinator is to:

- Take the lead in ensuring that continuity and progression are achieved throughout the school.
- Support colleagues in planning appropriate work suitable to the unit of history being studied and appropriate to pupils.
- Assist colleagues in the delivery of history lessons.
- Monitor progress in history in conjunction with the assessment leader.
- Support staff development through CPD training and visitor talks.

- Organise resources to ensure that they are sufficient to meet the needs of the curriculum.
- Ensure Trips and Visitors are used to enhance children's understanding.

Conclusion

This policy also needs to be in line with other school policies and therefore should be read in conjunction with the following school policies:

- Teaching and Learning Policy
- Assessment
- Making Policy
- Special Educational Needs Policy
- ICT Policy
- Equal Opportunities Policy
- Health and Safety Policy

October 2019

Mrs White