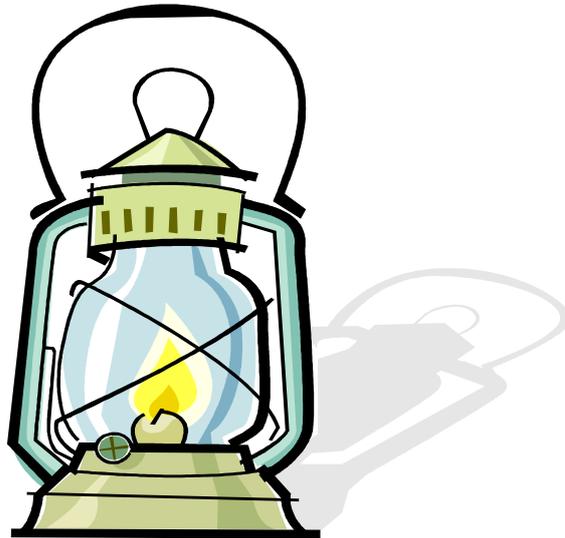




# *HISTORY POLICY*



Autumn 2018



*“Shine like a lantern in the presence of the Lord.”*

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## **INTRODUCTION**

History is a study of the past and how it influences all aspects of our lives. It shapes the customs and beliefs of the communities to which we belong. Learning about the past and the methods used to study it, helps children make sense of the world in which we live.

## **AIMS**

- To arouse and sustain interest and curiosity in the past.
- To help children to understand that society and the world around us is largely a product of the past.
- To investigate historical topics, ask questions, collect, record and organise historical information and present their findings in a variety of ways, orally, visually or in written form.
- To introduce children to the methodology of historians, thus developing skills of testing evidence and coming to conclusions that may be provisional, debatable and sometimes controversial.
- To learn about the past from a range of historical sources.
- To enable all children regardless of gender, race or physical ability to develop to their full potential through a variety of activities.

## **ROLE OF THE SUBJECT LEADERS**

The Subjects Leaders will:

- Take responsibility for the ordering, organisation and storage of all resources related to History taking note of appropriate safety procedures.
- Keep an updated inventory of all History resources.
- Familiarise all staff with these items, their uses, their location as well as any safety procedures.
- Encourage staff to form links between History and other areas of the curriculum.
- Monitor topic books.
- Attend courses and workshops in order to promote History effectively keeping the Headteacher and staff informed of the latest developments and opportunities.
- Discuss with staff their own particular needs within History and to guide, support and encourage their teaching techniques.
- Lead staff meetings which concern History in the curriculum, taking an active role both in discussion and the decision making process.

## **CONTENT AND ORGANISATION**

Teachers take their area of study and framework from the National Curriculum, following the advised planning areas to provide their Medium term plans (half termly) and their Short term plans (weekly). The teacher must ensure that differentiation, activities and resources needed are all planned for.

### **Early Years Foundation Stage**

History is included in the area of learning known as Understanding of the World.

The Early Years Foundation Stage team plan by using the Early Years Foundation Stage framework. This enables the children to develop a sense of time and find out about past and present events in their own lives. They listen and respond to stories and are given opportunities to share and discuss past and present experiences. The children will be exploring through such texts as Julia Donaldson, Elmer and other non-fiction stories relating to growing, feelings and traditional tales. The children will also get to explore Chinese New Year, transport and journeys.

### **Key Stage 1**

Children learn about people's lives and life styles. They 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 listen and respond to stories and use sources of information to help them ask and answer questions. They learn how the past is different from the present. (Appendix III)

## **Key Stage 2**

Children learn about significant people, events and places from both the recent and more distant past. They learn about change and continuity in their own area, in Britain and in other parts of the world. They look at history in a variety of ways, for example, from political, economic, technological and scientific, social, religious, cultural or aesthetic perspectives. They use different sources of information to help them investigate the past both in depth and in overview, using dates and historical vocabulary to describe events people and developments. They also learn that the past can be represented and interpreted in different ways.

The History Curriculum is taught against the required areas of study given by the National Curriculum. Topics have been selected using the statutory and non-statutory examples given in the National Curriculum, this can be seen in the long term plan in Appendix I.

A variety of teaching methods should be used, at all levels, according to the abilities and interests of the children including:

- Presentations by the teacher
- Use of Interactive whiteboards
- Discussion and debate
- Question and answer
- Individual and group investigations
- DVD's and CDROMS
- Use of Internet
- Role-play and drama
- Fieldwork and visits

Children will be encouraged to investigate the past using a wide range of sources including:

- Written sources - books, Internet, archive records, newspapers, letters, diaries, inventories, literature (stories, plays, poems)
- Visual sources – DVDs, photographs, timelines, charts, artefacts
- Aural sources - tape recorded interviews, radio programmes, invited speakers, music
- Historical reconstructions - music, dance, and drama from drama groups.

## **PROGRESSION**

Children will be encouraged to develop their interest and understanding of history appropriate to their ability and skills within each Key Stage. Children will also be encouraged to extend their historical understanding and knowledge where appropriate.

Progress in history can be characterised by:

- Asking and answering more complex questions;
- Making links and connections between different areas of learning;
- Recognising patterns and categorising;
- Understanding more abstract concepts;
- Providing more reasoned explanations;
- Understanding what is more and less important;
- Appreciating the relevance of learning;
- Using a greater depth and range of historical knowledge to back up judgements;
- Becoming an independent learner.

At the planning stage desirable outcomes are applied to all areas of activity specified in the programmes of study for each key stage.

## **SPECIAL EDUCATIONAL NEEDS**

These are to be catered for by planning a variety of approaches. Children's progress is carefully monitored to ensure suitably challenging work is given to individuals and groups (in accordance with the Special Needs Policy).

## **DIFFERENTIATION**

Planning for differentiation is incorporated into the Schemes of Work and should include the following strategies:

Open ended common tasks for all children

Stepped tasks within a lesson or unit of work

Child grouping

Different resources for individuals or groups

Teacher support tailored to individual or group's needs.

Differentiation must reflect the learning objective and can be achieved in a variety of ways either by task, by support or by outcome and should be chosen by fitness for purpose.

The main feature of effective differentiation is good planning, resulting in effective teaching and learning with children making good progress.

## **ASSESSMENT RECORDING AND REPORTING**

Teacher assessment is an ongoing procedure within the school, in accordance with the school's assessment policy to aid future planning and teaching.

Children's progression is measured against level descriptions with the facility for enrichment or extension where appropriate.

In Early Years Foundation Stage the majority of assessments are made through observations.

Children's work is recorded in their Topic books and is marked in accordance with the school's marking policy.

We use a variety of teaching and learning styles in order to develop children's knowledge, skills and understanding. The History programme of study is delivered through the National Curriculum, through themed topics of study. Each half term a focus topic is used to provide a context within, which pupils explore related areas of the History Curriculum.

Children are assessed against a skills based document. Each document is age appropriate for the year group and links to the skills needed to meet the required standard of the National Curriculum. The children will be assessed at the end of their topic each term. Red, highlights the skills they have met in autumn, orange those they have met in spring and finally green those they have met in summer. This allows not only assessment of the children, but also ensures that there is a broad coverage of the skills required to attain high standards. An example of this can be found in Appendix II, this is an example of a Year 5 assessment document. The skills are highlighted in the colour of when the children met them, the names are then given against how they met them.

Children will also be assessed through their own progression and understanding through a topic, through the use on an inference grid. This will be completed at the start of a new topic, to encourage the children to reflect on their learning that have at that point in time. Throughout the weekly lessons, children will go back and add to their inference grid showing the learning and growth of their knowledge through the topic. This is an assessment for both the children and the class teacher.

Records of children's progress and achievements are kept in accordance with the school's policy on record keeping.

Individual children's progress in History is reported to parents in accordance with the school's policy on reporting.

## **INCLUSION**

All children are to be given access to the full History curriculum regardless of gender, race, physical ability or financial status. Teachers ensure that no particular group or gender dominates the use of any learning situation or resource (see Inclusion Policy).

## **HEALTH AND SAFETY**

All visits are carried out in accordance with the Educational Visits Policy. Any necessary safety procedures regarding resources will be noted on the contents list accompanying the topic boxes. Teachers must adhere to the instructions on each resource box and report any damage or deficiencies to the Phase Leaders.

## **RESOURCES**

The school's History resources are housed in the KS2 resource cupboard in Topic Boxes. There are a selection of books, posters, maps, photographs, artefacts, videos, and computer software to support the particular study units undertaken by the children. Additional books can be found in the school library.

**Long Term Plan**  
**History Curriculum Key Stage 1 and Key Stage 2**

	Autumn 1	Spring 1	Summer 1
<b>Early Years</b>			
<b>Year 1</b>	Significant historical events - Homes	Changes within living memory - Toys	Events beyond living memory – The first Aeroplane Flight
<b>Year 2</b>	Significant historical events – people and places in locality – Remembrance Sunday	Events beyond living memory – Great Fire of London	Significant people who have contributed to national/international achievement – Florence Nightingale
<b>Year 3</b>	Roman Empire and its impact on Britain – Roman Britain	Achievements of the earliest civilisations – Ancient Egyptians	Changes in Britain from Stone Age to Iron Age – Pre Roman Britain
<b>Year 4</b>	World War I – A significant turning point in British History	Alfred the Great – The Vikings in England	Extending knowledge beyond 1066 – Tudors and Tudor life
<b>Year 5</b>	Settlements by Anglo-Saxons and the Scots	Non-European Study - Benin	Greek life and its influence on the Western World – Ancient Greece
<b>Year 6</b>	Local History – Victorian Britian	World War II - A significant turning point in British History	

	Emerging	Expected	Exceeding
<p><b>Red:</b> Covered in Autumn Term</p> <p><b>Orange:</b> Covered in Spring Term</p> <p><b>Green:</b> Covered in Summer Term</p>	<ul style="list-style-type: none"> <li>Sequence a number of the most significant events, objects, themes, societies, periods and people using some dates, period labels and terms.</li> <li>Use their mathematical skills to round up time differences into centuries and decades.</li> <li>Describe the main similarities, differences and changes occurring within topics.</li> <li>Comment on the importance of causes and effects for some of the key events and developments within topics.</li> <li>Devise independently a range of historically valid questions for a series of different types of enquiry and answer them with substantiated responses.</li> <li>Give more than one reason to support a historical argument and research two versions of an event and say how they differ.</li> <li>Comment on a range of possible reasons for differences in a number of accounts.</li> <li>Appreciate how items found belonging to the past are helping us to build up an accurate picture of how people lived in the past.</li> <li>Explain why some aspects of historical accounts, themes or periods are significant.</li> <li>Explain how events from the past has helped shape our lives.</li> <li>Communicate knowledge and understanding orally and in writing and offer points of view based upon what they have found out.</li> </ul>	<ul style="list-style-type: none"> <li>Draw a timeline with different time periods showing different information, such as, periods of history, when famous people lived using dates, period labels and historical language in their work.</li> <li>Provide valid reasons why some changes and developments were important.</li> <li>Place several valid causes and effects in an order of importance relating to events and developments.</li> <li>Describe the significant issues in subjects covered.</li> <li>Reach a valid conclusion based on devising and answering questions related to a historical enquiry.</li> <li>Accept and reject sources based on valid criteria when carrying out particular enquiries.</li> <li>Appreciate that significant events in history have helped shape the country we have today.</li> <li>Make comparisons between historical periods; explaining things that have changed and things which have stayed the same.</li> <li>Appreciate how historical artefacts have helped us understand more about British lives in the present and past.</li> <li>Appreciate that wars have happened from a very long time ago and it is often associated with invasion, conquering or religious differences.</li> <li>Have an understanding as to how crime and punishment has changed over the years.</li> </ul>	<ul style="list-style-type: none"> <li>Sequence with independence the key events, objects, themes, societies and people in topics covered using dates, period labels and terms.</li> <li>Compare similarities, differences and changes within and across some topics, e.g. in terms of importance, progress or the type and nature of the change.</li> <li>Explain the role and significance of different causes and effects of a range of events and developments.</li> <li>Explain reasons why particular aspects of a historical event, development, society or person were significant.</li> <li>Explain how and why it is possible to have different interpretations of the same event or person.</li> <li>Reach a valid and substantiated conclusion to an independently planned and investigated enquiry with suggestions for development or improvement.</li> <li>Comment with confidence on the value of a range of different types of source for enquiries.</li> <li>Summarise what Britain may have learnt from other countries and civilizations through time gone by and more recently.</li> <li>Recognise and describe differences and similarities/ changes and continuity between different periods of history.</li> <li>Describe a key event from Britain's past using a range of evidence from different sources.</li> <li>Understand terms such as Empire, civilization, feudal system and peasants.</li> <li>Use original ways to present information.</li> </ul>

	<b>Emerging</b>	<b>Expected</b>	<b>Exceeding</b>
<b>End of Autumn Term</b>	Children's names	Children's names  In the boxes compared to the skills they have met above, marked in red.	Children's names
<b>End of Spring Term</b>			
<b><u>Final Assessment</u></b>  <b>End of Year 5</b>			

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8
<b>Autumn 1</b>		All about Me (Range of books about settling into school)		Elmer (A selection of Elmer books)				
<b>Autumn 2</b>	Autumn (Non-Fiction books)	Light and Dark Light Festivals (Night monkey/Day Monkey)			People Who Help Us (Super Tato)		Christmas (Nativity)	
<b>Spring 1</b>	Winter (Non-Fiction books)	Traditional Tales (Billy Goats Gruff, Goldilocks, Three Little Pigs)			Chinese New Year	Feelings (Guess How Much I Love You)		
<b>Spring 2</b>	Spring (Non-Fiction books)	Growing (Jasper's Beanstalk and Jack and the Beanstalk)		Life Cycles (The Hungry Caterpillar, Teeny Weeny Tadpole, The Crunching Munching Caterpillar)				
<b>Summer 1</b>	Animals Pets and Farm (What the Ladybird Heard, Farmer Duck)		Animal Poetry (Commotion in the Ocean, Mad about minibeasts)					
<b>Summer 2</b>	Julia Donaldson (Gruffalo, Gruffalo's Child)		Transport, Journeys and Space (Whatever Next, Lost and Found, The Train Ride)			Summer (Non-Fiction books)		