



Mordiford C of E Primary School

History Policy

'Treasure Each Individual'

Policy Statement

This policy outlines the purpose and management of the history taught and learnt at Mordiford Church Of England Primary School, Mordiford. The school policy for history reflects the consensus of opinion on the entire teaching staff. A structured framework has been designed allowing for progression and continuity across the primary sector. History is an attempt to explain the development of humankind to ourselves. It is a study of the people of the past. This applies to the recent past as much as the remote past. We can gain some understanding of history through studying a variety of evidence and by attempting to interpret this evidence through investigation, analysis and evaluation.

The aims of history in our school are:

- to foster in children an interest in the past, an appreciation of human achievements and inspirations to develop an understanding that enables them to enjoy all that history has to offer;
- to enable children to know about significant events in British history and the world so to appreciate how things have changed over time and how events may have influenced each other;
- to develop an understanding of the concepts of time and chronology;
- to know and understand how the British system of democratic government has developed and, in so doing, to contribute to a child's citizenship education;
- to understand how the past was different to the present and the people of other times and places may have had different values and attitudes from our own.
- to help children understand society and their place within it, so that they develop a sense of their cultural heritage;
- to be able to compare the past with the present time and study the changes that have been made
- to have some knowledge and understanding of historical development in the wider world;
- explore and draw on links between history and other subjects such as literacy, study skills and problem solving skills;
- to develop in children the skills of enquiry, investigation, analysis, evaluation and presentation.



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- to stimulate the imagination.
- To communicate clearly employing a wide range of media.

Teaching and Learning

History teaching focuses on enabling children to think as historians. We place an emphasis on examining historical artefacts and primary sources. In each key stage we give children the opportunity to visit sites of historical significance. We encourage visitors to come into the school and talk about their experiences of events in the past. We recognise and value the importance of stories in history teaching and we regard this as an important way of stimulating interest in the past. We focus on helping children understand that historical events can be interpreted in different ways and that they should always ask searching questions, such as 'how do we know?', about information they are given.

We recognise the fact that in all classes there are children of widely-different abilities in history and we seek to provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this by:

- setting common tasks which are open-ended and can have a variety of responses;
- Setting tasks of increasing difficulty. Not all children complete all tasks;
- grouping children by ability in the room and setting different tasks for each ability group;
- providing resources of different complexity depending on the ability of the child;
- using classroom assistants to support children individually or in groups;

Continuity and Progression

Continuity is the persistence of significant features of historical education, allowing children to build upon their knowledge and understanding.



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- Throughout their History work, children will use the same specific vocabulary, adding to this as they progress through the school;
- Throughout the school, questioning will follow a similar structure ensuring that children can focus on the historical content.
- When topics and ideas are introduced, references will be made to past learning in previous years, for example exploring family history in the Foundation Stage and children's knowledge of timelines in Key Stage 1.

Progression is concerned with advances in pupils learning. Each topic the pupils learn about will build on the generic skills of enquiry as they move through the school towards Key Stage Three.

- Progression in History will be evaluated by the increasing depth of studies and the development of pupils' reasoning skills when backing up judgements;
- Some children will be working at levels above or below others of the same age. These children will progress at their own rate; teachers providing a range of differentiated activities to optimise each child's opportunity to progress at a pace and content which is suitable for the individual child

History Curriculum and School Organisation

Foundation Stage

History in the Foundation Stage is taught within the specific area of "Understanding the World". The children are supported in developing the knowledge, skills and understanding that helps them to make sense of the world through the following programme of topics.

The pupils are encouraged to talk about their families and past and present events in their lives. They begin to gain knowledge and understanding of the world through:

- Photographs/artefacts
- Listening to stories and memories of older people
- Role play activities
- Discussing events in the past and their own personal lives
- Sequencing events to gain a sense of time

Key Stage 1

The new 2014 National Curriculum at Key Stage 1 focuses on developing children's awareness of the past, using common words and phrases relating to



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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. Children 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 may introduce pupils to historical periods that they will study more fully at Key Stage 2.

Pupils should be taught about:

- Changes within living memory
- 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
- Significant historical events, people and places in their own locality

Key Stage 2

The new 2014 National Curriculum at Key Stage 2 should continue to allow children 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. Children 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, 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



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- 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

The contribution of history to other subjects

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Through seeking to understand others' lives, the concept of cause and effect, and stimulating curiosity about different cultures and peoples, History helps children develop a sense of identify and an increased understanding of their place in the world.

English

History contributes significantly to the teaching of English in our school by actively promoting the skills of reading, writing, speaking and listening. Some of the texts that we use in the Literacy Hour are historical in nature. Children develop oracy through discussing historical questions or presenting their findings to the rest of the class. They develop their writing ability by composing reports and letters and through using writing frames.

Mathematics

History teaching contributes to the teaching of mathematics in a variety of ways. Children learn to use numbers when developing a sense of chronology through doing activities such as time-lines. Children learn to interpret information presented in graphical or diagrammatic form, for example they study the impact of the plague by analysing population statistics.

Computing



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We use computing in history teaching where appropriate and we meet the statutory requirement for children to use ICT as part of their work in history at Key Stage 2. Children use ICT in history to enhance their skills in data handling and in presenting written work, and they research information using the Internet and Encarta. Children have the opportunity to use the digital camera to record and use photographic images and they communicate with other children in other schools and countries by using e-mail.

Personal, social and health education (PSHE) and citizenship

History contributes significantly to the teaching of personal, social, citizenship and health education. Children develop self-confidence by having opportunities to explain their views on a number of social questions such as how society should respond to poverty and homelessness. They discover how to be active citizens in a democratic society by learning how laws are made and changed, and they learn how to recognize and challenge stereotypes and to appreciate that racism is a harmful aspect of society. They learn how society is made up of people from different cultures and start to develop tolerance and respect for others.

Spiritual, moral, social and cultural development

When teaching history, we contribute to the children's spiritual development where possible, for example, with the Key Stage 1 unit of work, 'What are we remembering on Remembrance Day?' We also provide children with the opportunity to discuss moral questions, or what is right and wrong, when studying topics such as child labour in Victorian Britain. Children learn about the role of the church in Tudor times and they find out how British society has changed over time. The history programme of study enables children to understand that Britain's rich cultural heritage can be further enriched by the multi-cultural British society of today.

SEND

We teach history to all children, whatever their ability. History forms part of the school's curriculum policy to provide a broad and balanced education to all children. We provide learning opportunities matched to the needs of children with learning difficulties and we take into account the targets set for individual children in their Individual Provision Maps (IPMs).

Teachers take account of the three principles of inclusion that are set out in the National Curriculum:



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- Setting suitable learning challenges.
- Responding to the diverse learning needs of pupils.
- Overcoming potential barriers to learning and assessment for individuals and groups of pupils.

Assessment and recording

Assessment for learning is continuous throughout the planning, teaching and learning cycle. Key historical knowledge is taught to enable and promote the development of children's historical enquiry skills. Assessment is supported by use of the following strategies:

- Observing children at work, individually, in pairs, in a group and in class during whole class teaching.
- Using differentiated, open-ended questions that require children to explain and unpick their understanding.
- Providing effective feedback, including interactive marking through green pen questions where appropriate, to engage children with their learning and to provide opportunities for self-assessment, consolidation, depth and target setting.
- Book moderation and monitoring of outcomes of work, to evaluate the range and balance of work and to ensure that tasks meet the needs of different learners, with the acquisition of the pre-identified key knowledge of each topic being evidenced through the outcomes.
- Use of the 'what I know already, what I want to know and what I have learnt' (hot and cold tasks) strategy throughout a topic, alongside specific and measurable learning intentions for each lesson with child and teacher review of the agreed success criteria.

Health and Safety

- Teachers will be aware of the school policy for Health and Safety when carrying out work connected with History, especially when on visits and undertaking fieldwork;
- Teachers will make children aware of how to handle resources appropriately.



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Equal opportunities

As pupils are taught about different periods and societies, and their ideas, beliefs and attitudes, it is important that the teaching of history reflects this understanding of the different experiences of men and women, different social, cultural, religious and ethnic diversity.

Resources

- Resources are kept in the Resource Room in topic boxes, and are fully accessible to all staff. An audit of History resources will be maintained by History subject leader.
- It is the responsibility of the subject leader to order, maintain and evaluate the effectiveness of the resources. It is the responsibility of the class teacher to use them appropriately, return them to the correct place and advise the subject leader of any breakages\loss;
- ICT opportunities have been identified in each unit of work. Software purchased for the subject is noted on the resource list and installed on the network server

Role of the Subject Leader

The coordinator's responsibilities are:

- To ensure a high profile of the subject
- To ensure a full range of relevant and effective resources are available to enhance and support learning.
- To model the teaching of history
- To ensure progression of the key knowledge and skills identified within each unit and that these are integral to the programme of study and secure at the end of each age phase.
- To monitor books and ensure that key knowledge is evidenced in outcomes, alongside and as supported by HT
- To monitor planning and oversee the teaching of history
- To lead further improvement in and development of the subject as informed by effective subject overview
- To ensure that the history curriculum has a positive effect on all pupils, including those who are disadvantaged or have low attainment



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- To ensure that the history curriculum takes account of the school's context, promotes children's pride in the local area and provides access to positive role models from the local area to enhance the geography curriculum
- To ensure that approaches are informed by and in line with current identified good practice and pedagogy

Signed:

Date: