



History Policy

February 2017

Approved by GB: March 2017

Next review due: February 2020

Purpose of Policy

History is a foundation subject in the National Curriculum. The National Curriculum has a broad and wide-reaching expectation that History should inspire, motivate and promote meaningful opportunities for children to reflect on their values and society. The National Curriculum describes this impact in the following quote: “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**.” Under the direction of the subject lead, teaching and supporting staff in the classroom are encouraged to plan and deliver lessons with these aims in mind.

This policy will form the basis upon which we map out the statutory orders for History at Key Stage 2. It will outline the purpose, nature and management of how History is taught and learned in our school and will inform new teachers of expectations.

All staff are fully aware of their role in its implementation. Staff have access to the Policy via the school’s server via the Teacher’s Drive. Parents can access the policy via the school website.

Aims and Outcomes

- To develop pupils’ enjoyment, interest in and knowledge of History and an appreciation of its contribution to all aspects of everyday life
- To build on pupils’ curiosity and sense of awe in our past and physical/social world
- To introduce pupils to the language and vocabulary of History
- To equip pupils to ask perceptive questions, think critically and develop an enquiry approach to historical learning
- To encourage pupils to weigh evidence from secondary and primary sources and sift through arguments
- To develop a sense of chronology on a national and international level
- To understand how Britain is a part of a wider European culture and to study some aspects of European history
- To have some knowledge and understanding of historical development in the wider world

History and the Primary Curriculum

History topics are based on the revised National Curriculum. We expect History to be timetabled on a weekly basis in each topic per year and for the subject to become embedded where possible into the wider curriculum.

The role and responsibility of the subject leader

- To support and guide the classroom practice of teachers and support staff
- To ensure challenging resources are available to staff (including sources and replica artefacts)
- To promote inspiring school trips and events that will engage children in their topic more
- To promote History further using the Time Travellers pupil leadership group
- To ensure coverage, continuity and progression in planning
- To monitor and evaluate the effectiveness of History teaching and learning
- To update documentation where necessary
- To produce action plans for the School Development Plan and manage the budget allocated effectively
- To liaise and consult with outside agencies where appropriate
- To prepare and lead INSET
- To attend relevant INSET training
- To review regularly the contribution made by History to a meaningful curriculum

Equal Opportunities and Inclusion

All children will be given an equal opportunity to maximise their individual potential; this is regardless of ability, gender, race, religion/beliefs, disability or talent. Activities both within and outside the classroom are planned in a way that encourages full and active participation by all children, matched to their knowledge, understanding and previous experience.

Equal emphasis will be given to the roles of both men and women in society, at all levels of History study. Every effort will be made to ensure that activities are equally interesting to both boys and girls. The Time Travellers pupil group will participate in promoting inclusive historical celebrations such as Women’s History Month (March).

Teaching and Learning

Children to be given opportunities to achieve in the key historical skills outlined in the National Curriculum. They should be encouraged to engage in their topics in a way that goes beyond retrieval to analysis. The key National Curriculum skills are as follows:

- 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.

A variety of teaching strategies are used to engage and interest children and further their learning. Consideration is given to different learning styles - visual, auditory and kinaesthetic. These should include:

- a range of sources of information like books, stories, eye-witness accounts, pictures/photographs/films, artefacts, maps, historic buildings, visits to museums, galleries and sites with computing use ensuring a balance between both primary and secondary;
- presentation of knowledge directly imparted by the teacher or another adult, incorporating children's experiences and making it relevant to their lives;
- opportunities to communicate their ideas to each other and with teachers including discussions, debates and presentations;
- Independent research including homework.

Year Overview

The topics studied from Year 3 to 6 are as follows:

	Winter	Spring	Summer
Year 3	Changes in Britain from the Stone Age to the Iron Age		South Woodford - a local history study Ancient Greece – a study of Greek life and achievements and their influence on the western world
Year 4		The Roman Empire and its impact on Britain The Normans	The Tudors
Year 5	Anglo Saxons - Britain's settlement by Anglo-Saxons and Scots	Ancient Egypt - the achievements of the earliest civilizations	Early Islamic Civilisation - a non-European society that provides contrasts with British history
Year 6	World War One & Two - a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066	The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor	

Assessment, Recording and Reporting on Progress

Gathering evidence of pupil attainment is an integral part of assessment, which is built into the schemes of work. Teachers can obtain evidence by direct observation of children at work, questioning pupils or listening to their conversations, looking at their drawings, models, diagrams, plans and written work, by photographing and recording their finished products.

The History leader monitors teaching and progress by:

- Informal discussions with teachers, LSAs and children
- An annual resource audit
- Assessing work and progress including book scrutiny (self-assessment sheets) and selected examples from each class being analysed against a progression table
- Observing lessons
- Self-assessment sheets

Self-assessment sheets

World War 2 History Year 6

How was Britain changed by the war?

	Self Assessment ///	Teacher Assessment			
		With Support	Prompted	Independent	Expert
I can assess sources critically	///			✓	
I can compare two battles of British history	///			✓	
I can explain the causes of World War 1	///				✓
I can judge how useful sources are	///			✓	
I can judge how reliable sources are	///			✓	
I can use political accounts to evaluate the options available to the Allies in 1942	///			✓	✓
I can compare Hitler and Churchill using sources	///			✓	
I can explain how Duxford can be seen as a miracle and a disaster	///				✓
I can investigate how effective the government was at protecting and organising Britain during the Blitz	///			✓	
I can evaluate the influence of propaganda in the war					
I can analyse how the war influenced the roles of men and women in 1940's society					
I can develop an enquiry question about how British life was affected by the war	///				✓
I can find relevant sources for my enquiry question					
I can evaluate sources for my enquiry question					

Useful Vocabulary

army soldier cause consequence evacuation ration air raid
 Hitler Churchill Blitz Home Front blackout propaganda sources
 chronology factory Spitfire Hurricane Messerschmitt treaty Alliance
 Axis of Evil social political military international

Enquiry question linked to topic

Children self assess their progress across different lesson learning objectives

Teacher assesses children's attainment across different lessons from the topic

Vocabulary to be referred to during the lesson

Resources

Most resources are stored in the classrooms of subject leaders, classroom teachers may take a box of replica artefacts for their current topic to display in their classroom. A full list of resources is kept with the History leader. New resources are purchased when funding is made available. The History leader is responsible for completing an annual financial bid for the maintenance and development of the subject, in which new resources are highlighted.

Time Travellers

The Time Travellers are a pupil leadership group lead by the Subject Lead. They meet weekly to work on the Churchfields Museum, discuss historical topics or prepare assemblies about famous historical events. Sessions are structured to ensure that the activities are inclusive of the topics studied across all years.

Churchfields Museum

Churchfields Museum is an in house museum which displays artefacts and replica artefacts. The Time Travellers help to put together displays of objects from the topics in the year overview. The artefacts are collected from donations from staff, children and in school supplies. The displays are a collection of objects from topics which have already been covered so that the children have an opportunity to reflect further. The museum allows children to learn about the topics that other year groups have studied.

Review

This policy is reviewed by staff and governors every three years. Parents are most welcome to view copies of this document on the schools' website and comments are invited from anyone involved in the life of the school.