



HISTORY POLICY

Reviewed by Headteacher	16 th May 2019
Next Review	Summer 2021

The Vision of St John's CE Primary School, Rishworth

Matthew 5:16 (NRSV)

"Let your light shine before others, so that they may see your good works and give glory to your father in heaven."

Following Matthew 5:16, people shine through success, honesty, independence, neighbourliness and enjoyment. We believe children learn best when they're happy and have the confidence to respond to challenges, within a caring Christian environment where adults lead by example. We value the partnership with families and the community whilst striving to give our best.

The School's Aims are:

- ◆ To maximise the academic attainment of each child
- ◆ To maximise the personal, social, spiritual and physical development of each child

The pupils, staff, parents and governors of St John's have worked together to create **our core values:**

Success. We aim to provide excellent learning opportunities to ensure the best possible progress and attainment for all children whatever their needs and abilities.

Honesty. We aim to develop children's understanding of the importance of honesty in all relationships and as part of self-reflection in a Christian environment.

Independence. We aim to develop the self-confidence in all our children that enables them to think and work independently, so striving for excellence in all areas of the curriculum.

Neighbourliness. We aim to ensure that every child becomes a compassionate and respectful member of the school, local, national and global communities.

Enjoyment. We aim to be a safe, friendly and welcoming environment where children have exciting and creative learning experiences that help develop an enjoyment and love of learning.

Introduction

"There is no agreed single canon of historical content. History should allow pupils to encounter very different societies from their own, and to weigh different interpretations. They should study important themes from British history but also from European, American and non-Western history. The subject should be relevant: more distant history, such as the Crusades or the Reformation can often be just as illuminating as more recent topics. Above all, history should encourage openness of mind, respect for other views, and the ability to distinguish a valid and a shoddy line of argument."

Sean Lang, Historical Association

INTENT

1. **Self** – We want our pupils to have an understanding of how history has impacted upon their current lives by comparing different historical periods
2. **Others** – We want our pupils to learn about different cultures and religions within different historical periods so that they understand and appreciate cultural diversity beyond their own community
3. **Wider world** – We want our children to have skills and knowledge to adapt to the ever-changing world considering historical events and their impact

AIMS AND OBJECTIVES

The aim of history teaching here at St. John's School is to stimulate pupils' interest and understanding about the life of people who lived in the past. We teach pupils sense of chronology, and through this they develop a sense of identity and a cultural understanding based on their historical heritage. Thus they learn to value their own and other people's cultures in modern multicultural Britain and, by considering how people lived in the past, they are better able to make their own life choices today. In our school history makes a significant contribution to citizenship education by teaching about how Britain developed socially, culturally and politically. We teach pupils to understand how events in the past have influenced our lives today; we also teach them to investigate these past events and, by so doing, to develop the skills of enquiry, analysis, interpretation and problem-solving.

The aims of history in our school are:

- To foster in pupils an interest in the past and to develop an understanding that enables them to enjoy all that history has to offer;
- To enable pupils to know about significant events in British history and to appreciate how things have changed over time;
- To develop a sense of chronology;
- To know and understand how the British way of life has developed and, in so doing, to contribute to a child's citizenship education;
- To understand how Britain is 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;
- To help pupils understand society and their place within it, so that they develop a sense of their cultural heritage;
- To develop in pupils the skills of enquiry, investigation, analysis, evaluation and presentation.

TEACHING AND LEARNING STYLE

History teaching focuses on enabling pupils to think as historians. We place an emphasis on examining historical evidence from primary and secondary sources. We welcome visitors to come into the school and talk about their experiences of events in the past and organise themed enrichment days to immerse the children into a particular topic. We organise visits to sites of historical interest to further deepen our pupils' understanding of the topic. We recognize 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 pupils 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 pupils of widely-different abilities in history and we seek to provide suitable learning opportunities for all pupils 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 or complexity to match ability. Not all pupils complete all tasks;

HISTORY CURRICULUM PLANNING

We use the objectives set out in the National Curriculum as the basis for our planning in history, but we have adapted this to the local context. We ensure that there are opportunities for pupils of all abilities to develop their skills and knowledge in each unit and we build planned progression into the scheme of work so that the pupils are increasingly challenged as they move up through the school (see progression table of skills and knowledge appendix 1).

We carry out curriculum planning in history in three phases (long-term, medium-term and short-term).

The long-term plan maps out the topics to be covered over the 4 year cycle (KS2) or 2 year cycle (KS1).

The medium-term plans are written by the Key Stage teams under the direction of the head teacher. They address the attainment targets: chronological understanding, knowledge and understanding of events, people and changes in the past, historical interpretation, historical enquiry, organisation and communication.

The plans are differentiated so as to address the needs of all the pupils in the Key Stage.

Individual lesson plans are completed by all teachers outlining the objectives that will be delivered. History is a subject which teachers might choose to block over a 2-3 week programme in the term. This allows for sharing of resources and for Historical themed days and special events.

Assessment is built into our programmes of work. Children's work is recorded in Humanities books and the red home-school books sometimes with evaluations from the pupils. Teachers record assessments in these books which can then be used for annual report writing.

FOUNDATION STAGE

We teach history in reception classes as an integral part of the topic work covered during the year. As the reception class is part of the Foundation Stage of the National Curriculum, we relate the history side of the children's work to the objectives set out in the Early Learning Goals (ELGs) which underpin the curriculum planning for pupils aged three to five. History makes a significant contribution to the ELG objectives of developing a child's knowledge and understanding of the world through activities such as looking at pictures of famous people in history or discovering the meaning of new and old in relation to their own lives.

THE CONTRIBUTION OF HISTORY TO TEACHING IN OTHER CURRICULUM AREAS

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 English lessons are historical in nature. Pupils develop oracy through discussing and debating historical questions or presenting their findings to the rest of the class. They develop their writing ability by composing a variety of writing genres.

Mathematics

History teaching contributes to the teaching of mathematics in a variety of ways. Pupils learn to use numbers when developing a sense of chronology through doing activities such as time-lines. Pupils learn to interpret information presented in graphical or diagrammatic form.

Information and communication technology (ICT)

We use ICT in history teaching where appropriate and we meet the statutory requirement for pupils to use ICT as part of their work in history at Key Stage 2. Pupils use Ipads and Chromebooks in history to enhance their skills in data handling and in presenting written work, and they research information using the Internet. Pupils have the opportunity to use Ipads to record and use photographic images.

Personal, social and health education (PSHE) and citizenship

History contributes significantly to the teaching of personal, social, citizenship and health education. Pupils develop self-confidence by having opportunities to explain their views on a number of social questions. 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 pupils with the opportunity to discuss moral questions, or what is right and wrong, when studying topics such as child labour in Victorian Britain. Pupils 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 pupils to understand that Britain's rich cultural heritage can be further enriched by the multi-cultural British society of today.

We enable pupils to have access to the full range of activities involved in learning history. Where pupils are to participate in activities outside the classroom, for example, a visit to an archaeological dig, we carry out a risk assessment prior to the activity, to ensure that the activity is safe and appropriate for all pupils.

Assessment and recording

We assess children's work in history by making informal judgements as we observe them during each history lesson. On completion of a piece of work, we mark and comment, providing next steps for learning as necessary.

Resources

There are sufficient resources for all history teaching units in the school. We keep these resources in central stores where there is a box of equipment for each unit of work. The library contains a good supply of topic books and software to support children's individual research.

Monitoring and review

Monitoring of the standards of children's work and of the quality of teaching in history is the responsibility of the history subject leader. The work of the history subject leader also involves supporting colleagues in the teaching of history, being informed about current developments in the subject, and providing a strategic lead and direction for the subject in the school.

The history subject leader gives the head teacher an annual report in which s/he evaluates the strengths and weaknesses in the subject and indicates areas for further improvement.

The history subject leader has specially-allocated time in which to fulfil this role by reviewing samples of children's work and where possible, visiting classes to observe teaching in the subject.

<u>Progression of historical knowledge and skills</u>	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<i>Chronological understanding</i>	<ul style="list-style-type: none"> • Sequence events in their life • Sequence 3 or 4 artefacts from distinctly different periods of time • Match objects to people of different ages 	<ul style="list-style-type: none"> • Sequence artefacts closer together in time - check with reference book <ul style="list-style-type: none"> • Sequence photographs etc. from different periods of their life • Describe memories of key events in lives 	<ul style="list-style-type: none"> • Place the time studied on a time line • Use dates and terms related to the study unit and passing of time • Sequence several events or artefacts 	<ul style="list-style-type: none"> • Place events from period studied on time line • Use terms related to the period and begin to date events • Understand more complex terms eg BC/AD 	<ul style="list-style-type: none"> • Know and sequence key events of time studied • Use relevant terms and period labels <ul style="list-style-type: none"> • Make comparisons between different times in the past 	<ul style="list-style-type: none"> • Place current study on time line in relation to other studies <ul style="list-style-type: none"> • Use relevant dates and terms • Sequence up to 10 events on a time line
<i>Range and depth of historical knowledge</i>	<ul style="list-style-type: none"> • Recognise the difference between past and present in their own and others' lives • They know and recount episodes from stories about the past 	<ul style="list-style-type: none"> • Recognise why people did things, why events happened and what happened as a result • Identify differences between ways of life at different times 	<ul style="list-style-type: none"> • Find out about every day lives of people in time studied • Compare with our life today • Identify reasons for and results of people's actions • Understand why people may have wanted to do something 	<ul style="list-style-type: none"> • Use evidence to reconstruct life in time studied <ul style="list-style-type: none"> • Identify key features and events of time studied • Look for links and effects in time studied • Offer a reasonable explanation for some events 	<ul style="list-style-type: none"> • Study different aspects of different people - differences between men and women <ul style="list-style-type: none"> • Examine causes and results of great events and the impact on people • Compare life in early and late 'times' studied <ul style="list-style-type: none"> • Compare an aspect of life with 	<ul style="list-style-type: none"> • Find out about beliefs, behaviour and characteristics of people, recognising that not everyone shares the same views and feelings • Compare beliefs and behaviour with another time studied <ul style="list-style-type: none"> • Write another explanation of a past event in terms of cause and effect

					the same aspect in another period	using evidence to support and illustrate their explanation <ul style="list-style-type: none"> • Know key dates, characters and events of time studied
Interpretations of history	<ul style="list-style-type: none"> • Use stories to encourage children to distinguish between fact and fiction • Compare adults talking about the past – how reliable are their memories? 	<ul style="list-style-type: none"> • Compare 2 versions of a past event • Compare pictures or photographs of people or events in the past • Discuss reliability of photos/ accounts/stories 	<ul style="list-style-type: none"> • Identify and give reasons for different ways in which the past is represented • Distinguish between different sources – compare different versions of the same story • Look at representations of the period – museum, cartoons etc 	<ul style="list-style-type: none"> • Look at the evidence available • Begin to evaluate the usefulness of different sources • Use text books and historical knowledge 	<ul style="list-style-type: none"> • Compare accounts of events from different sources – fact or fiction • Offer some reasons for different versions of events 	<ul style="list-style-type: none"> • Link sources and work out how conclusions were arrived at • Consider ways of checking the accuracy of interpretations – fact or fiction and opinion • Be aware that different evidence will lead to different conclusions • Confidently use the library and internet for research
Historical enquiry	<ul style="list-style-type: none"> • Find answers to simple questions about the past from sources of information e.g. artefacts 	<ul style="list-style-type: none"> • Use a source – observe or handle sources to answer questions about the past on the basis of simple observations. 	<ul style="list-style-type: none"> • Use a range of sources to find out about a period • Observe small details – artefacts, pictures 	<ul style="list-style-type: none"> • Use evidence to build up a picture of a past event • Choose relevant material to present a picture of one 	<ul style="list-style-type: none"> • Begin to identify primary and secondary sources • Use evidence to build up a picture of a past event • Select relevant sections of information 	<ul style="list-style-type: none"> • Recognise primary and secondary sources • Use a range of sources to find out about an aspect of time past

			<ul style="list-style-type: none"> • Select and record information relevant to the study • Begin to use the library and internet for research 	aspect of life in time past <ul style="list-style-type: none"> • Ask a variety of questions • Use the library and internet for research 	<ul style="list-style-type: none"> • Use the library and internet for research with 	<ul style="list-style-type: none"> • Suggest omissions and the means of finding out • Bring knowledge gathered from several sources together in a fluent account
Organisation and communication	<ul style="list-style-type: none"> • Communicate their knowledge through: Discussion.... Drawing pictures... Drama/role play... Homework projects Making models..... Writing.. Using chromebooks/ipads... 			<ul style="list-style-type: none"> • Recall, select and organise historical information • Communicate their knowledge and understanding. 		<ul style="list-style-type: none"> • Select and organise information to produce structured work, making appropriate use of dates and terms.