



# History Policy

## **Introduction**

This policy outlines the purpose, nature and management of the history taught and learnt in our school. History is a foundation subject within the National Curriculum.

The school policy for history reflects the consensus of opinion of the whole teaching staff. It has been drawn up as the result of consultation with staff and has the full agreement of the governing body and teachers.

A high-quality history education will help pupils gain a coherent knowledge and understanding of Britain's past and that of the wider world. It should inspire pupils' curiosity to know more about the past. Teaching should equip pupils to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. 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.

## **Entitlements**

- All children will be given the opportunity to learn the skills and knowledge, and develop the understanding related to history as outlined in the National Curriculum.
- 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.

## **Implementation**

The programmes of study set out in the statutory orders form the content of the School's curriculum for history. Appendix A shows how the programmes of study have been allocated to the year groups.

The activities which the children undertake are planned using the QCA schemes, programmes of study and key elements.

An investigative approach to history is promoted at St Peter's. This involves children's active participation in enquiry, using ICT for whole class and independent research, with organised visits to places of historical interest and museums, visitors to school, including historians, local experts, and leaders of interactive workshops, and video conferencing workshops with National Archives.

The teaching of history is organised in a variety of ways. This depends on the nature of the learning objective, individual/group approaches and class demands.

Appropriate and continual use of historical vocabulary is part of good practice in primary history. At St Peter's pupils will be exposed to and encouraged to use historical vocabulary. Historical language can be used in discussion, topic glossaries and in displays.

Children will be given the opportunity and encouraged to use a wide range of primary and secondary sources. These include books, pictures, paintings, photographs, film, printed sources, government records, diaries, genuine and replica artefacts, maps and oral evidence. These will be an integral part of learning.

Sources and teaching resources can be found in topic boxes that may be ordered from local museums.

Sources and resources are available for children of all abilities.

Children will be encouraged to bring items of interest to school to stimulate discussion and to display inside and outside the classroom.

All children will have the opportunity to use I.C.T. to research and record work.

All teachers are responsible for planning and teaching history. They are also responsible for ensuring that class helpers and teaching assistants are conversant with St Peter's history policy.

Activities within the classroom and further afield will comply with the guidelines in the school health and safety policy.

Children's work may be displayed in classrooms and/or the school. Children will, at times, be involved in the selection, evaluation and display of history work.

## **Assessment**

Assessment will help teachers to:-

- identify what has been learned
- monitor pupils' progress in cross curricular elements

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- diagnose and identify ways of overcoming difficulties
- monitor pupils' progress in history.

Assessment will be undertaken using the following methods:-

- observation of pupils
- talking with pupils
- marking written work
- self-assessment
- peer assessment
- the evaluation of discussion
- drama work

## **APPENDIX A**

### **Key stage 1**

Pupils should develop an awareness of the past, using common words and phrases relating to 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. They 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 are often introducing pupils to historical periods that they will study more fully at key stages 2 and 3.

Pupils should be taught about:

- changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.
- events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries.
- the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods, for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell.
- significant historical events, people and places in their own locality.

## **Key Stage 2**

How the programmes of study have been allocated to Year Groups.

### **Year 3**

Changes in Britain from the Stone Age to the Iron Age

This could include:

- late Neolithic hunter-gatherers and early farmers, for example, Skara Brae
- Bronze Age religion, technology and travel, for example, Stonehenge
- Iron Age hill forts: tribal kingdoms, farming, art and culture

The Roman Empire and its impact on Britain

This could include:

- Julius Caesar's attempted invasion in 55-54 BC
- the Roman Empire by AD 42 and the power of its army
- successful invasion by Claudius and conquest, including Hadrian's Wall
- British resistance, for example, Boudica
- 'Romanisation' of Britain: sites such as Caerwent and the impact of technology, culture and beliefs, including early Christianity

Britain's settlement by Anglo-Saxons and Scots

- Roman withdrawal from Britain in c. AD 410 and the fall of the western Roman Empire
- Scots invasions from Ireland to north Britain (now Scotland)
- Anglo-Saxon invasions, settlements and kingdoms: place names and village life
- Anglo-Saxon art and culture
- Christian conversion – Canterbury, Iona and Lindisfarne

### **Year 4**

Ancient Civilisation

Egyptians

The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor

- Viking raids and invasion
- resistance by Alfred the Great and Athelstan, first king of England
- further Viking invasions and Danegeld
- Anglo-Saxon laws and justice
- Edward the Confessor and his death in 1066

### **Year 5**

A local history study

- a depth study linked to one of the British areas of study listed above
- a study over time tracing how several aspects of national history are reflected in the locality (this can go beyond 1066)
- a study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality.

A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.

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- the changing power of monarchs using case studies such as John, Anne and Victoria
- changes in an aspect of social history, such as crime and punishment from the Anglo-Saxons to the present or leisure and entertainment in the 20th Century the legacy of Greek or Roman culture (art, architecture or literature) on later periods in British history, including the present day
- a significant turning point in British history, for example, the first railways or the Battle of Britain

### **Year 6**

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.