



## Garlinge Primary School and Nursery

# HISTORY POLICY

Garlinge Primary School and Nursery is a Rights Respecting School. As part of our commitment to the UN Convention on the Rights of a Child, please find below the Articles linked to this policy. Details of the articles can be found on the school website:

*RRSA Articles Linked to this Policy: 4, 6, 12, 13, 14, 17, 23, 24, 28, 29 and 30.*

### **Introduction**

History is an interpretation of the past. A high-quality history education will help pupils gain a coherent knowledge and understanding of Britain's past and that of the wider world. 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. It is the chronicle, investigation and explanation of the past which develops an understanding of people, events and how the past has shaped the present.

### **Aims**

- To know and understand the history of Britain as a coherent, chronological narrative, from the earliest times to the present day;
- to know and understand how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world;
- to 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;
- to gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry';
- to 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;
- to 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;
- and to have a good understanding of which children's rights are realised or ignored within the historical context that they are being taught within.

### **The Organisation of History at Garlinge Primary School and Nursery**

#### **Foundation Stage**

The teaching of history in Nursery and Reception will be in accordance with the Early Years Foundation Stage curriculum guidance. Further information can be obtained in the Early Years policy.

In Key Stage 1 and 2, history is taught as a lead subject for 3 terms of the year as part of a cross curricular topic. Class novels and books with a historical theme are also chosen for each history topic area to enable literacy links to be made.

### Key Stage 1

At 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.

At Key Stage 1 pupils are 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;
- and significant historical events, people and places in their own locality.

### Key Stage 2

At Key Stage 2 pupils should continue 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. They 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.

At Key Stage 2 history is taught through a combination of overview and depth studies which are allocated across each year group as follows:

Year 3	Year 4	Year 5	Year 6
<p><b>The achievements of the earliest civilizations</b></p> <p><b>Ancient Egypt</b></p>	<p><b>Changes in Britain from the Stone Age to the Iron Age</b></p>	<p><b>Britain’s settlement by Anglo-Saxons and Scots</b></p>	<p><b>A study of an aspect or theme in British history extends chronological knowledge beyond 1066</b></p> <p><b>World War II</b></p>
<p><b>Ancient Greece</b></p>	<p><b>Roman Empire and its impact on Britain</b></p>	<p><b>Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</b></p>	<p><b>A non-European society - one study; Mayan civilization c. AD 900</b></p>

Local history study is covered by all year groups within their topics, where applicable.

## **Planning**

Planning for history is completed and submitted termly on a Curriculum Coverage Map where all historical skills and elements to be covered in the cross curricular unit are stated.

## **Principles of Teaching and Learning**

### **Breadth and balance**

Over each key stage, history will be studied from a variety of perspectives: political, economic, social, religious cultural and aesthetic.

Planning for lessons ensures a balance of concepts, skills and perspectives through each key stage.

### **Differentiation and AEN**

Support for children with additional educational needs follows school policy. There are differentiated materials and resources available for each unit of study. Teachers plan differentiation to cater for all ability groups and learning styles within their class.

### **Variety**

Opportunities are provided for children to learn from a range of sources of evidence. Books, maps, documents, pictures, photographs, artefacts, paintings, oral sources and music are used to enable children to investigate the past.

ICT links are explored and children regularly use a range of ICT resources in history lessons.

Educational visits and visitors are organised, where appropriate, to enhance children's learning. Opportunities to commemorate anniversaries of key historical events are encouraged through whole school events.

### **Cross-curricular Skills and Links**

History pervades every aspect of our lives and cultures. History can make a major contribution to cross-curricular elements in the development of key concepts, skills, values and attitudes. Links between subjects are evident on the Curriculum Coverage Map.

## **Health and Safety**

The safe use of resources is encouraged at all times, as is the safe handling of food and artefacts. Further information can be found in the Health and Safety Policy. When organising educational visits, teachers refer to the Educational Visits Policy.

## **Equal Opportunities**

Every child, regardless of age, ability, sex or race will have equal opportunities to access the full curriculum for history through differentiation.

### **Assessment, Recording and Reporting**

Children are encouraged to assess and reflect upon their work linked to the learning intention and time is given in lessons for peer and self-assessment.

Informal assessment is made by the class teacher against the learning intention for each lesson, which is then used to inform and adapt planning for subsequent lessons.

Progress in history, as part of topic learning is reported to parents as part of the annual report.

### **Resources**

Resources for history are regularly reviewed and purchased to ensure that all pupils have access to a wide range of resources to support their learning in the subject. Topic boxes for each unit of study are stored centrally and then used within year groups when studying each unit.

### **Subject Leader's Role**

The History Subject Leader will:

- act as consultant and advisor to staff;
- report on standards achieved history;
- work within the allocated budget for history in the management of resources;
- monitor the use and storage of history resources;
- monitor history planning and teaching in accordance with the monitoring schedule;
- liaise with the Governing Body with regards to the development of history;
- seek opportunities to develop cross-phase links;
- identify and deliver history training opportunities.