



HISTORY POLICY

Garlinge Primary School and Nursery is a place for everyone to succeed and thrive with inclusion at its heart.

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 RRSA Articles Linked to this Policy: 4, 6, 12, 13, 14, 17, 23, 24, 28, 29 and 30 *are* linked to this policy. Details of the articles can be found on the school website:

Educational visits and learning outside the classroom are an integral part of life at Garlinge Primary School and Nursery, furthering the education of the pupils. Educational visits and learning experiences outside the classroom are arranged for pupils at Garlinge Primary School and Nursery when pertinent to the Learning Intention of the lesson.

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

Early Years Foundation Stage

History is taught in the EYFS as an integral part of the topic work through child-initiated and adult led activities. The children are given the opportunity to find out about past and present events in their own lives, and those of their families and other people they know. In the Foundation stage history makes a significant contribution to developing a child's 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 teaching of history in Nursery and Reception will be in accordance with the Early Years Foundation Stage curriculum guidance and 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>The achievements of the earliest civilizations</p> <p>Ancient Egypt</p>	<p>Changes in Britain from the Stone Age to the Iron Age</p>	<p>Britain's settlement by Anglo-Saxons and Scots</p>	<p>A study of an aspect or theme in British history extends chronological knowledge beyond 1066</p> <p>World War II</p>
<p>Ancient Greece</p>	<p>Roman Empire and its impact on Britain</p>	<p>Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</p>	<p>A non-European society - one study; Mayan civilization c. AD 900</p>

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

Planning

At Garlinge Primary School and Nursery we use the National Curriculum as the basis for our planning in history, but have adapted this to our local context, building on the successful units of work already in place. We ensure that there are opportunities for children of all abilities to develop their skills and knowledge in each unit, and we plan progression into the scheme of work, so that the children are increasingly challenged as they move through the school.

We carry out curriculum planning in history in three phases (long term, medium term and weekly planning). The long-term plan maps the history topics studied in each term during each key stage; this is devised in conjunction with the geography lead to ensure that the humanities complement each other throughout the year. The medium term plans then maps the history in more depth across the term. We teach the knowledge, skills and understanding set out in the National Curriculum through the corresponding programme of study.

The year group creates the lesson plans for each history lesson (short-term plans) and there is a specific history lead in each group to ensure the coverage and skills are being taught, as well as being in charge of resourcing directly for the year group.

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.

Each term there will be a non-curricular history themed day to be able to explore more historical times, areas and events within a fun learning environment, engaging children in cross-curriculum activities throughout the day.

Differentiation and Special Educational Needs and Disabilities (SEND)

Support for children with SEND follows a whole school policy. At Garlinge Primary School and Nursery we recognise that in all classes children have a wide range of ability 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 tasks which are open-ended and can have a variety of responses
- Setting tasks of increasing difficulty with some children not completing all tasks
- Differentiated tasks
- Providing resources of different complexity to suit the child's learning
- Using teaching assistants effectively to support children individually or in groups

Teaching and Learning

The school uses a variety of teaching and learning styles in history lessons. Our principal aim is to develop the children's knowledge, skills and understanding in history and we use a variety of teaching and learning styles in our history lessons. We believe in whole-class teaching methods and combine these with enquiry-based research activities. We believe children learn best when:

- They have access to, and are able to handle artefacts
- They go on visits to museums and places of interest
- They have access to secondary sources such as books and photographs
- Visitors talk about personal experiences of the past
- They listen to and interact with stories from the past
- They use drama and dance to act out historical events
- They are shown, or use independently, resources from the internet and videos
- They are able to use non-fiction books for research
- They are provided with opportunities to work independently or collaboratively, to ask as well as answer historical questions.

Opportunities are provided for children to learn from a range of sources of evidence. Teachers also encourage the use of ICT to link ideas and are regularly explored by the children during their history lessons.

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

English

History contributes significantly to the teaching of English in our school by actively promoting the skills of reading, writing, speaking and listening. Children develop speaking skills through discussing historical questions, or presenting their findings to the rest of the class.

Mathematics

The teaching of history contributes to children's mathematical understanding in a variety of ways. Children learn to use numbers when developing a sense of chronology through activities such as creating timelines and through sequencing events in their own lives. Children also learn to interpret information presented in graphical or diagrammatic form. They also study different number systems from past cultures, e.g. Roman numerals.

History and Computing

Wherever appropriate we use computing to enhance our teaching of history. The children use ICT in a variety of ways, such as word-processing, finding information on the Internet and presenting information through PowerPoint. They also make creative use of the digital camera in their learning.

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

At Garlinge Primary School and Nursery, we are committed to ensuring equality of opportunity for all pupils, staff, parents and carers irrespective of race, gender, disability, religion & belief, sexual orientation, marital status, pregnancy & maternity, age or socio-economic background. We aim to develop a culture of inclusion and diversity in which all those connected to the school feel proud of their identity and ability to participate fully in the curriculum and school life. 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.

Policy adopted by Governing Body on _____

To be reviewed on _____

Signed by Headteacher _____

Signed by Chair of Governors _____