

KEMBLE PRIMARY & SIDINGTON CE PRIMARY SCHOOLS



**HISTORY POLICY**

Member of staff responsible	Sophie Bint
Governor responsible	
Sub-Committee responsible	Performance & Standards
Date agreed with staff	4.1.16
Date discussed with pupils	-
Parent group discussions	-
Date agreed at Sub-Committee	13.1.16
Date approved at Governing Body	20.1.16
Frequency of policy review	3 yearly
Date next review due	Jan 2019
Statutory Policy	
Review Level	

Document Version Control

Issue Number	Issue Date	Summary of changes
1.1	Jan 2016	New policy

## Purpose of study:

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.

## Aims:

- To promote an interest in the past
- To develop an understanding of events over time and in a chronological structure
- To learn about the roles that individuals and events have played in shaping modern society
- To develop an ability to investigate and interpret different versions of past events
- To learn to study historical evidence and to ask and answer questions about the past
- To develop the ability to communicate historical knowledge and understanding using a variety of techniques
- To encourage children to understand other people, their beliefs, thoughts, values and experiences
- To develop an awareness of the world around them
- To develop an understanding of society and their place within it, so that they acquire a sense of their cultural heritage
- To develop a knowledge and understanding of historical development in the wider world

## Planning:

Long-term planning: Our History scheme of work is based upon the requirements set out by the Early Years Foundation Stage and the National Curriculum for Key Stages 1 and 2, and follows a two year rolling programme. It gives coherent and manageable teaching units for each year group and allows for curriculum continuity and progression in children's learning.

Medium-term plans: are produced by individual class teachers with the support of the history co-ordinator. These plans define the learning objectives and outcomes for each unit and suggest activities that will enable these to be achieved. The sequence of activities outlined promotes progression and ensure an appropriate balance and distribution of work across each term.

Year	Autumn	Spring	Summer
Year 1 Kettle: Beach Subtopic: Robots	A- Local history (Where do and did the wheels on the bus go?) B- Changes and events beyond living memory, that are significant nationally or globally (What was it like when the Queen came to throne in 1952?)	A- Changes within living memory, when parents were young (Who was famous when your mum and dad were little?) B- Changes within Living Memory (Why is the 100 more fun than Grandma and Grandpa's story?)	A- Significant people in history (Who have Rosa Parks and Nelson Mandela helped to make the world a better place?) B- Significant historical events, people and places in their own locality (Who were Christopher Columbus and Neil Armstrong's travels?)
Year 2 Kettle: Horse Chestnut Subtopic: Kingfishers	A- Stone Age to 1066: Changes in Britain from the Stone Age to the Iron Age B- Ancient Civilisations: Ancient Rome and its impact on Britain	B- Significant Themes from British History: Crime and Punishment: Anglo Saxon + 1066	A- Ancient Civilisations: Ancient Egypt
Year 3 Kettle: Chestnut Subtopic: Owl Includes Year 2 C. Ancient Civilisations: Shang Dynasty	B- Stone Age to 1066: Britain's history by Anglo-Saxons and 1066	A- Significant Themes from British History: Key Words: Who battles? Themes that emerge over time - there is no LC unit for this	A. Early Civilisations: Ancient Greece B. A Non-European Society: Early Islamic civilisation C. Significant Themes from British History: Leisure and Entertainment in the 10th Century

### **Links to other subjects:**

**English-** History contributes significantly to the teaching of Literacy in our school by actively promoting the skills of reading, writing, speaking and listening. Some of the texts that are used in Literacy lessons are historical in nature. Children develop speaking and listening through discussing historical questions or presenting their findings to the rest of the class.

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

**Computing** -We use computing in history teaching where appropriate. Children use computing in history to enhance their skills in data handling and in presenting written work, and they research information using the Internet. Each teacher ensures it is used as a teaching tool where appropriate, and provides opportunities for children to also use it.

**Personal, Social and Health Education (PSHE)-**History contributes significantly to the teaching of personal, social, citizenship and health education. Children develop self-confidence by having opportunities to explain their views on a number of social questions such as how society should respond to poverty. They learn how to recognise and challenge stereotypes. They learn how society is made up of people from different cultures and start to develop tolerance and respect for others.

### **Assessment for Learning: -**

Assessment data is collected three times a year to monitor attainment and progress in the two schools. A tracking spreadsheet, linked to the Learning Challenges Scheme of Work, is available for teachers to build an on-going record.

Teachers assess before, during and after teaching to inform planning. Lessons can then be adapted for individual or groups of children's needs.

### **Subject Leadership:**

The coordination and planning of the History curriculum is the responsibility of the subject leader, who also:

- supports colleagues in their teaching, by keeping informed about current developments in History, and by providing a strategic lead and direction for this subject;
- give feedback to staff from courses related to History;
- order resources and stock linked to planned units of work;
- distribute details of History workshops and resources to the relevant teachers

- gives the head teacher & governors an annual summary report in which she evaluates the strengths and weaknesses in History, and indicates areas for further improvement;
- uses specially allocated regular management time to review evidence of the children's work, and to observe History lessons across the school.

**Resources:** There are sufficient resources for all History teaching units in the school. We keep these resources in a central store, 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.