



Lingham Primary School

History Policy

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.

National Curriculum 2014.

Aims and objectives:

In the Foundation Stage children develop crucial knowledge, skills and understanding that help them to make sense of the world and form the foundation for historical work in KS1. They will:

- Listen to a range of stories and learn to both ask and answer how and why questions.
- Talk about past and present events in their own lives and in the lives of family members.
- Recognise similarities and differences between themselves and others, and among families, communities and traditions.
- Develop an understanding of growth, decay and changes over time.

At Key Stage One, History is about developing an awareness of the past, and developing a sense of chronology, and where the people and events they study fit within the chronological framework. Children will:

- Identify similarities and differences between ways of life in different periods.
- Learn about changes in living memory and, where appropriate, how these events reveal aspects of change in national life.
- Study events beyond living memory that are significant nationally or globally.
- Look at the lives of significant individuals who have contributed to national and international achievements.
- Compare aspects of life in different periods.

Lingham Primary School History Policy.

- Develop an understanding of significant historical events, people and places in their own locality.

At Key Stage Two, children 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. Children will:

- Note connections, contrasts and trends over time and develop the appropriate use of historical terms
- Regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.
- Study changes in Britain from the Stone Age to the Iron Age.
- Understand the Roman Empire and its impact on Britain.
- Look at Britain's settlement by Anglo-Saxons and Scots.
- Learn about the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor
- Complete a local history study
- Study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066
- Understand the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared
- Ancient Greece – a study of Greek life and achievements and their influence on the western world
- Look at a non-European society that provides contrasts with British history

(Taken from the National Curriculum)

Teaching and Learning:

We use a variety of teaching and learning styles in our History lessons. We use whole-class teaching methods and we combine these with enquiry-based research activities. We encourage children to ask as well as answer historical questions. We offer them the opportunity to use a variety of resources, such as books, pictures, artefacts, and we enable them to use IT in History lessons where this serves to enhance their learning. Children take part in role-play and discussions, and they present reports to the rest of the class. They engage in a wide variety of problem-solving activities. Wherever possible, we endeavour to provide children the opportunity to visit real sites of historical importance within the local community.

The use of a variety of enriching teaching approaches and of resources is encouraged through:-

- Teacher presentations, role play and storytelling.
- Question and answer sessions, discussions and debates about historical events.
- Individual and group research and presentations.
- Photographs, pictures, timelines, books and artefacts.

Lingham Primary School History Policy.

- ICT- interactive white board and internet resources, video, CD ROMS, TV and other visual and audio resources.
- Visitors and visits to places of historical interest especially in the local area.

Emphasis is placed on the development of the ability of students to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement, as well as on factual knowledge. A creative approach to the History curriculum by both teachers and children is encouraged. Links are recommended between Geography, Citizenship, English, Science, Technology and other curriculum areas wherever possible. A cross curricular / combined unit's approach, which is now recommended, is encouraged. This makes it more likely that a rich humanities curriculum can be delivered, as well as providing a more creative, enjoyable approach to teaching and learning.

Equal Opportunities and Race Equality Policy

All children regardless of their race, sex, religion, religious belief or ability will be given equal opportunities to develop their knowledge, skills and understanding of History. Through the delivery of the History curriculum, we will ensure that we: eliminate discrimination, advance equality of opportunity and foster good relations. When planning and teaching History teachers will consider:

- Setting suitable learning challenges.
- Responding to pupils diverse learning needs.
- Overcoming potential barriers to learning and assessment for individuals and groups of pupils.

Where possible teaching assistants will be used to support and extend pupils learning and understanding in History.

Health and Safety

Site visits are an important part of Historical work and school health and safety guidelines will be adhered to at all times.

Assessment

During the planning stage clear learning objectives are set and opportunities for assessment are identified. Assessments are recorded in line with school policy. The curriculum coordinator collects examples of children's work in a portfolio. Class teachers keep the children's work in their topic books.

Roles and responsibilities

It is the role of the History co-ordinators, under the guidance of the Head teacher:

- To organise History within the curriculum and to ensure progression and development.
- To assist with and monitor planning and quality of delivery within the curriculum.
- To keep abreast of developments within History and carry out INSET when required.
- To monitor and update resources.

Lingham Primary School History Policy.

Role of the class teacher

- To ensure progression in the acquisition of historical skills with due regard to the National Curriculum for History.
- To develop and update skills, knowledge and understanding of History.
- To identify inset needs in History and take advantage of training opportunities.
- To keep appropriate on-going records.
- To plan effectively for History, liaising with coordinator where necessary.

Monitoring and Review

The HT and SLT are responsible for monitoring the standard of the children's work and quality of teaching in History. The History subject leader is responsible for supporting colleagues in the teaching of History, for being informed about current developments in the subject and monitoring teaching and learning through work scrutiny. The History subject leader gives the HT an annual review and action plan for the next year in which she has indicated areas for further improvement and development

This policy will be reviewed in July 2016, in line with the new curriculum.