



South Hiendley Primary School

HISTORY POLICY

Subject Leader: V. Foster
Date: September 2018
Next Review: September 2019



Aims

The aim of history teaching at South Hiendley Primary School is to stimulate the children's interest and understanding about the life of people who lived in the past. We teach children a sense of chronology, and through this they develop a sense of identity and a cultural understanding based on their historical heritage. Therefore, they learn to value their own and other people's cultures in modern multicultural Britain and, by considering how people lived in the past, they are better able to make their own life choices today. We teach children to understand how events in the past have influenced our lives today. We also teach them to investigate these past events and, by doing so, develop the skills of enquiry, analysis, interpretation and problem-solving.

The aims of history in our school are:

- to arouse an interest in the past and past events;
- to help students develop a chronological framework for their knowledge of significant events and people.
- to enable children to know about significant events in British History and to appreciate how things have changed over time;
- to develop a sense of chronology;
- to help provide children with an understanding of cultural roots and shared inheritances and to be tolerant and respectful of the many value systems;
- to help children gain a greater understanding of history in the wider world;
- to distinguish between fact and opinion and develop their own points of view;
- to understand how Britain is part of a wider European culture and to study some aspects of European History;
- to enrich other areas of the curriculum;
- to have some knowledge and understanding of historical development in the wider world;
- to develop in children the skills of enquiry, investigation, analysis, evaluation and presentation.

Teaching and learning styles

History teaching focuses on enabling children to think as historians. We place an emphasis on examining historical artefacts where possible and on the use of primary sources. In each key stage we endeavour to give children the opportunity to visit sites of historical significance. We encourage visitors to come into the school and talk about their experiences of events in the past. We recognise and value the importance of sites in history teaching and we regard this as an important way of

stimulating interest in the past. We focus on helping children understand that historical events can be interpreted in different ways and that they should always ask searching questions, such as, 'How do we know?', about information they are given.

Children should be aware of their surroundings; how they have developed and how they can be preserved. This begins with investigations into their own past and the local area and this process should be reflected in the teaching and learning situation.

History Curriculum Planning

Our teaching is based on the National Curriculum Programmes of Study and Cornerstones Scheme of Work. These Cornerstones Units have been incorporated into plans that can be found at the end of this document.

We ensure that there are opportunities for children of all abilities to develop their skills and knowledge in each unit and we build planned progression into the scheme of work so that the children are increasingly challenged as they move up through the school.

The contribution of History to other subjects

English

History contributes significantly to the teaching of English in our school by actively promoting the skills of reading, writing, speaking and listening. Some of the texts that we use in Literacy lessons are historical in nature. Children develop oracy through discussing historical questions or presenting their findings to the rest of the class. They develop their writing ability by composing reports and letters and through using writing frames. Speaking and listening skills are developed through discussion, debate and questioning.

Picture News

The school has recently bought into the Picture News subscription. Each week the subject leader leads a whole school assembly through which a feature of the news is shared and discussed with the children. This helps the children to keep up to date with relevant news events both nationally and internationally. It also aids to strengthen the links with British Values.

Mathematics

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 e.g.

they may use graphs to present statistics on the change in population figures over a period of time.

Information technology (IT)

We use IT in history teaching where appropriate and we meet the statutory requirement for children to use IT as part of their work in history at Key Stage 2. Children may use IT in history to enhance their skills in data handling, presenting written work and research using the internet. Children also have the opportunity to use digital cameras and tablets to record and use photographic images to support their work and their understanding.

Personal, Social and Health Education and Citizenship (PHSE & C)

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 and homelessness. They discover how to be active citizens in a democratic society by learning how laws are made and changed, and they learn how to recognise and challenge stereotypes and to appreciate that racism is a harmful aspect of society. They learn how society is made up of people from different cultures and start to develop tolerance and respect for others.

Spiritual, Moral, Social and Cultural development

When teaching history, we contribute to the children's spiritual development where possible, and when situations present themselves, for example, Remembrance Day. We also provide children with the opportunity to discuss moral questions when studying topics such as child labour in Victorian Britain. Children learn about the role of the church in Tudor times and they find out how British society has changed over time. The history programme of study enables children to understand that Britain's rich cultural heritage can be further enriched by the multi-cultural British society of today.

Teaching history to children with special needs

At South Hiendley Primary School we teach history to all children, whatever their ability. History forms part of the school curriculum policy to provide a broad and balanced education to all children. Through our history teaching we provide learning opportunities that enable all pupils to make progress. We do this by setting suitable learning challenges and responding to each child's different needs. Assessment against the National Curriculum allows us to consider each child's attainment and progress against expected levels.

Children of all abilities can benefit from the study of History. Where children have special educational needs, these should be catered for by planning for differentiation. It may be necessary to seek further guidance from the SEND co-ordinator and other agencies. Teachers should be aware of any physical disability that may affect a child's performance and make appropriate provision.

Assessment and Recording

Individual class assessments and recording of achievements in History is done in a variety of formats. This includes gathering evidence of what individual pupils know, understand and can do in history by observing them at work, listening to and discussing with them, and evaluating any work that they produce. On completion of a piece of work, the teacher marks the work and comments as necessary.

There is an annual report to parents which lets them know if their child is above, below or at expected attainment.

The history subject leader will review the teaching of history by looking at samples of books and planning, by classroom observations during non-contact time, by talking to children and discussions with colleagues.

Resources

There are sufficient resources for all history teaching units in the school. As this is a small school most class teachers keep their resources for each topic in their rooms. The library contains a good supply of topic books, both fiction and non-fiction. Any teacher requiring help finding a support material should contact the subject leader.

Monitoring and review

Monitoring of the standards of children's work and the quality of teaching in history is the responsibility of the history subject leader. The work of the history subject leader also involves supporting colleagues in the teaching of history and being informed about current developments in the subject. The history subject leader gives the headteacher an annual action plan in which s/he evaluates the strengths and weaknesses in the subject and indicates areas for further improvement.

Reviewed: September 2018

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Appendix 1

History Curriculum Mapping 2018-2019

| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|--------|----------------------------------------------------------------------------|-----------------------------------------------------------------------------------|--------------------------------------------------------------------|---------------------------------------------------------------|---------------------------------------------------------------------------------------|----------------------------|
| | SPLENDID SKIES | PAWS, CLAWS AND WHISKERS | DINOSAUR PLANET | MOON ZOOM! | THE ENCHANTED WOODLAND | SUPERHEROES |
| Year 1 | Significant individuals - Sir Francis Beaufort | N/A | Events beyond living memory; significant individuals - Mary Anning | Significant people - astronauts; changes within living memory | N/A | Historical heroes/heroines |
| Year 2 | TOWERS, TUNNELS AND TURRETS | LAND AHOY! | BOUNCE! | THE SCENTED GARDEN | STREET DETECTIVES | WRIGGLE AND CRAWL |
| | Castles and castle life; significant individuals - Isambard Kingdom Brunel | Significant historical people - Captain James Cook; Grace Darling; famous pirates | Significant individuals - sporting heroes | N/A | Changes within living memory; significant people, places and events in the local area | N/A |
| Year 3 | TRIBAL TALES | MIGHTY METALS | PREDATOR! | TREMORS | GODS AND MORTALS | HEROES & VILLAINS |
| | Prehistoric Britain from the Stone Age to the Iron Age | N/A | N/A | Ancient Rome - Pompeii | Ancient Greece | N/A |
| Year 4 | POTIONS | I AM WARRIOR! | ROAD TRIP USA | TRADERS AND RAIDERS | BURPS, BOTTOMS AND BILE | 1066 |
| | Historic use of potions | The Roman Empire and its impact on Britain | Native Americans | Anglo-Saxons and Vikings | N/A | 1066 - The Norman Conquest |
| Year 5 | REVOLUTION | STARGAZERS | PHARAOHS | TIME TRAVELLER | PEASANTS, PRINCES & PESTILENCE | ALLOTMENT |
| | The Victorians | Significant individuals- Galileo Galilei, Isaac Newton; 1960s space race | Ancient Egypt | Changes over the last century | 14 th Century England | N/A |

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|--------|--------------------|---------------------|---------------------------------------------------------|----------------------|----------------------|--------------------------------------|
| Year 6 | FALLEN FIELDS | A CHILD'S WAR | FROZEN KINGDOM | OFF WITH HER HEAD | OFF WITH HER HEAD | HOLA MEXICO BLOOD HEART |
| | First World War | Second World War | Emigration & exploration in the early 1900s | The Tudors | The Tudors | Ancient Mayan civilisation N/A |