



Multi Academy Trust

History Policy

White Cliffs Primary College for the Arts

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| Policy reviewed and ratified: | 16 January 2017 |
| Policy review date: | 31 January 2020 |

“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.” (History National Curriculum 2014)

Rationale

History is about events that have taken place in the past, whether it is 100 years ago or last week. It is also about people: people from this country and from other countries around the world. It is about people’s actions, the reasons for them and the evidence that remains of them. It is about changes that have occurred and the causes and consequences of these changes. History is about the relationship between the past and the present. Skills developed through historical enquiry have a wide application to everyday life and historical awareness promotes responsible citizenship.

Aims

At White Cliffs Primary College for the Arts our intention is to provide quality teaching and learning of history. We aim to ensure that all pupils:

- Know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people’s lives have shaped this nation and how Britain has influenced and been influenced by the wider world.
- 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.
- Gain and deploy a historically grounded understanding of abstract terms such as ‘empire’, ‘civilisation’, ‘parliament’ and ‘peasantry’.
- 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.
- 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.

Skills

We encourage pupils to develop the following skills:

- Empathy
- Interpretation of secondary and primary sources
- Historical enquiry
- Communicating history dramatically, verbally and narratively
- Research

Teaching and Learning

History forms part of the curriculum policy to provide a broad and balanced education to all pupils. Through our history teaching we provide learning opportunities that enable all pupils to make good progress. We do this by setting suitable learning challenges and responding to each child's different needs. History teaching focuses on enabling pupils of all abilities to think as historians. We encourage children to engage in history at a personal level by drawing on their existing knowledge, skills and understanding of the topic. Therefore, we teach history through sensory experiences such as re-enactments, drama and role play, and the use of visitors.

Early Years Foundation Stage (Understanding the World)

This covers the subjects Geography, Science, DT, History, RE and ICT. This is a major area of learning and enquiry focusing on children's developing knowledge and understanding of their environment, other people and features of the natural and made world. It provides a foundation for historical, geographical, scientific and technological learning.

Key Stage 1

The focus in Key Stage 1 is on developing pupil's awareness of the past, using common words and phrases relating to the passing of time. Pupils should know where the people and events they study fit within a chronological framework and will make comparisons between ways of life in different time periods, using a wide vocabulary of historical terms. Pupils should ask and answer questions, choosing and using parts of stories and other sources. They should understand some of the ways in which we find out about the past and identify different ways in which it is represented. In planning to ensure that pupils make progress teachers are often introducing pupils to historical periods that they will study more fully at Key Stage 2.

Pupils should be 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.
- Significant historical events, people and places in their own locality.

Key Stage 2

Key Stage 2 is a continuation of Key Stage 1 which enables pupils 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 vocabulary, by addressing and devising historically valid questions about change, cause, effect and making comparisons. Pupils should understand that knowledge of the past is constructed from a range of sources and use these to create responses that involve well organised, informed and thoughtful information. In planning to ensure the progression, teachers should combine overview and in depth studies that develop pupils understanding of both the long arc of development and the complexity of specific aspects of the content.

Pupils are taught about:

- Changes in Britain from the Stone Age to the Iron Age.
- The Roman Empire and its impact on Britain.
- Britain's settlement by Anglo-Saxons and Scots.
- The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor.
- A local history study.
- A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.
- The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and an in depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China.
- Ancient Greece – a study of Greek life and achievements and their influence on the western world.
- A non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300.

Cross-curricular Skills & Links

History contributes significantly to the teaching of a range of subjects; such as English and the development of pupil's speaking and listening skills through discussing historical questions or presenting their findings to the rest of the class, and writing by composing reports; Maths - pupils learn to use numbers when developing an awareness of chronology through looking at and creating time-lines or read and write Roman numerals to 1000 and recognise years written in Roman numerals; Computing - through the use of the internet to undertake research as well as to present their findings using different software. The history programme of study also enables pupils to understand that Britain's rich cultural heritage can be further enriched by the multi-cultural British society of today. At White Cliffs Primary College for the Arts, we aim to embrace this through the teaching of history.

Differentiation & SEN

Through careful planning, the study of history engages the children in a variety of differentiated activities such as written, spoken and practical. Work for pupils is pitched at an appropriate level through the use of a variety of different strategies that include:

- band appropriate learning ladders
- open-ended questions
- appropriate resources
- teacher help
- a range of class management techniques

Support for SEN pupils follows the school policy. Help and ideas can be requested from the Director of History.

Access and Entitlement

We have a clear view that every child should be exposed to a full range of activities, irrespective of gender, race or disability.

Health & Safety

All fieldwork and study visits will abide by the school policies. Please refer to 'The Offsite Management of School Visits' KCC.

Assessment, Recording & Reporting

Opportunities for assessment are identified during medium term planning. Children will have ongoing teacher assessment through topic learning ladders, and Connecting Steps will be used to record and track achievement and progress three times a year.

Management & Administration

History is planned and delivered using the National Curriculum programmes of study for Key Stages 1 and 2. Detailed planning ensures that the relevant skills are being covered.

Monitoring and Evaluating

The development of History is monitored by the Director of History through termly planning and book scrutinies and climate walks. A report will be completed and filed in the Director's file, with a copy given to the Principal.

Resources

History funding comes within the college's budget plan for each financial year. Annual key stage and/or phase meetings will be held in the autumn term to review the needs of history. Resourcing, personal development and training needs will be discussed. The Director of History will organise and lead these meetings.

Review

The policy will be reviewed by the Principal and other colleagues. Any amendments will be presented to the whole staff and to the full Board of Directors before implementation.