

# **Harewood Primary School**

## **History Policy**

# Harewood Primary School - History Policy

## National Curriculum

This policy should be read in conjunction with the National Curriculum Programme of Study for History published in 2014.

## What are the Aims of the Subject?

"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 Programmes of Study: Key Stages 1 and 2, 2014.*

Our aim in history is to encourage children's interest, curiosity, enthusiasm and enjoyment in finding out about the past, where possible making it relevant to the present. We want to provide opportunities for children to investigate and compare the past and present, to collect and interpret information, to ask relevant questions, pursue their own enquiries and where possible to form their own opinions. Our children will be encouraged to develop a concept of the passage of time, where possible making links with other subjects they study. In particular, they will gain a knowledge and understanding of how the period of history or significant character they study relates chronologically to other major historical events and people.

We should aim to make the history we teach relevant to the children's own experiences and developing sense of time. We will also use the significant opportunities it offers to encourage the growth of personal qualities such as tolerance, respect for other people and cultures, self-discipline, open-mindedness, reasoning and speaking and listening.

## How does it encourage community cohesion?

History provides excellent opportunities to promote community cohesion. It can be a major tool in tackling prejudices based on age, gender, race or sexuality. Topics based on recent history are significantly enhanced when children can meet and talk with older people in the community about their memories. Local history is a vital tool in encouraging awareness and, more significantly, pride in the children's communities. IT links with schools abroad can support international history topics. National campaigns such as Black History Month and local campaigns like Captain Cook Day provide a focus and a range of resources for history topics. History also lends itself particularly well with trips out of school to museums and local / regional historical sites, while links with local museums, historical sites and societies and the local archaeology unit can be hugely and mutually beneficial with the opportunity for visits, joint projects, access to handling packs and activities within school by experts.

## How does it support the teaching and learning of British Values?

History is particularly pertinent to the encouragement, understanding and learning of British Values. By the end of Year 6 our children will have had the opportunity to learn about the origins of British people and the ongoing emergence of British culture from pre-history to the 1600s; major events such as the Fire of London, the sinking of the Titanic and the two World Wars; and significant figures from British history whose impact in public health, engineering, and exploration had not just national but global impact.

Our children should not just acquire knowledge of our nation's history within these topics, but also a growing understanding of how thousands of years of inward migration have meant that the inhabitants of the British Isles have always been multi-cultural; and how that migration wholly underpins what we now define positively as British character. They should be gaining an awareness that British values of democracy and free speech have evolved over centuries but at times have had to be earned through protest, hardship and self-sacrifice

While we should look to celebrate those great achievements, events and people which have defined and shaped our British values, we will make sure we continue to emphasise positively the contribution of women and Black and Asian people to those values and not just present British history as simply being about powerful white men by powerful white men.

We also need to continue to acknowledge and celebrate the achievements through history of many other nations and cultures in advancing technology, thinking and politics to help give a vital international context to British values.

There is so much rightly to celebrate within British history and its contribution to tangible political and social values such as democracy, tolerance, mutual respect, freedom of speech and the recent emergence of a genuinely multi-cultural society. It also can explain less definable but still very recognisable British qualities like support of the underdog, humour, daring-do and eccentricity. Our history curriculum needs to show that these values and qualities have developed, often painfully, through the contributions of men, women and children from many different races, cultures and class within the topics we are teaching.

### **How is the Subject Organised and Implemented within School?**

#### **Subject Time Allocation**

In KS1 and KS2 we teach History as 3 or 4 weekly / fortnightly topics over the school year. These units are linked where possible to our teaching focus in English and if appropriate with other foundation subjects such as Geography, Science and Art. We also use our History topics as catalysts to encourage and enhance the teaching of philosophy and PSHE topics, as well as to develop art, thinking and drama skills.

#### **Units of Work**

The National Curriculum Programme of Study for History requires a chronological approach to the teaching of the human history of the British Isles in sequence from the Stone Age to the Norman Conquest. We also investigate local history topics; studies of events or themes which extend the children's knowledge and understanding of themes in British history beyond 1066; the achievements of an early world civilisation; Ancient Greece; and a non-European society that provides contrast with British history. Black History Month topics will also be taught in each year group in Key Stages 1 and 2 in a Black History day each October.

These units form the Scheme of Work for History and are reviewed as appropriate.

	Term 1		Term 2	Term 3		Black Africa Day	Total Weeks
Year 1	Changes within living memory (national life)		Changes within living memory (national life)	Changes within living memory (national life)		Mary Seacole	6
	What were homes in Thornaby like 100 years ago?	What would I have played with 100 years ago?	How were poorly people looked after long ago? Significant person: <b>Why was Florence Nightingale special?</b>	What was our school like when it was new?	What were holidays like in the past?		
Year 2	Significant person /event that has contributed to national and international achievements <b>Why was Neil Armstrong so brave?</b>	Events beyond living memory (significant nationally and globally) <b>Why do we wear poppies?</b>	Significant people who have contributed to national and international achievements <b>Why was Captain Cook so famous?</b>	Significant people who have contributed to national and international achievements <b>What were our two Queen Elizabeths like?</b>		Rosa Parks	6
Year 3	Significant people who have contributed to national and international achievements <b>How did Stephenson make Stockton so famous?</b>	Bronze Age & Iron Age <b>Who first lived in Britain?</b>	Achievements of an early civilisation: Ancient Greece <b>Who were the Ancient Greeks?</b>	Roman Empire and impact on Britain. <b>Why were the Romans so powerful and what did we learn from them?</b>		Harriet Tubman	6
Year 4	Anglo-Saxons to Scots <b>Were the Anglo Saxons really smashing?</b>		Anglo Saxons to Vikings <b>Were the Vikings always vicious?</b>	Normans <b>Why were the Norman Castles not Bouncy?</b>	Crime and Punishment since 1066 <b>Who made the early laws?</b>	Nelson Mandela	6
Year 5	Study of British history which goes beyond 1066 <b>Why is it called The Great War?</b>		Achievements of an early civilisation: Ancient Egypt <b>Can we rediscover the wonders of Ancient Egypt?</b>	Study of British history which goes beyond 1066 <b>What was life like in Tudor Times?</b>  <b>Why was the fire of London great?</b>		Barack Obama	6
Year 6	Study of British history which goes beyond 1066 WWII <b>Why is there a Spitfire on the roundabout?</b>		Study of British history which goes beyond 1066 Victorians <b>Why did the Titanic Sink?</b>	Non-European Society <b>Who were The Mayans?</b>		Martin Luther King	6

## **Planning**

The Units of Work take the form of Medium and Short Term Planning and are reviewed and if necessary revised to address the particular needs of the children within that group, in the half term prior to being delivered.

Lesson plans are on the school's short term planning framework. These are completed before each lesson.

## **Pupil Grouping**

History is taught in mixed ability groups within the class.

## **Teaching & Learning Styles**

Teachers try to plan a diverse range of activities through which to teach history. These activities should reflect the different learning styles of children and encourage enthusiasm, enquiry, thinking skills and interest about the past.

## **Cross-Curricular Links**

Teachers try whenever possible to link concepts from within different subjects to give them meaning in a wider context. Art, model making, ICT, food technology, mathematics, stories, poetry and speaking & listening all present links with other subjects that can enlighten and enhance the learning in history, while certain topics within subjects such as Science, Art or RE can be enhanced by giving a historical overview of how those ideas and understandings came about. History lessons in all taught units have been planned specifically to incorporate opportunities for drama and philosophy activities to support learning. Cross-curricular links are identified in the points to note section of the units of work.

## **ICT**

Class teachers and the ICT team explore the opportunities offered by ICT to enhance the teaching and learning of history. The use of appropriate software on classroom interactive whiteboards is particularly pertinent to the teaching and learning of history.

## **Assemblies**

Year group and key stage assemblies present opportunities to encourage questioning skills and reinforce historical knowledge by focusing on particular anniversaries or news items which look at historical events or characters; themed assemblies can be used to mark for instance the centenaries of the end of the First World War and women's suffrage.

## **After-school activities**

Activities relating to the study of history can also form the basis of after school clubs; for instance, working with the local museum service or undertaking local history research using both primary and secondary sources in the vicinity of the school and where the children live.

## **Cross Phase Links**

Staff work closely with colleagues across the Foundation stage and Key Stages 1 & 2 to ensure there is continuity and progression on transfer.

## **Specialist Teaching**

Where there are teachers with a history specialism within a year group they will lead the planning and support colleagues with advice and in some cases teach the subject across the year group.

## **Role of the Teacher**

Teachers should know the strengths and weaknesses of the children within their group. These need to be met by effective planning, organisation and flexible teaching methods / styles.

Teaching styles are difficult to define, but opportunities for the following must be available:

**Exposition** – not just ‘telling’ the children (though there is a place for this with supporting activities) but a dialogue between teacher/pupil and pupil/pupil, where appropriate based on and incorporating the dynamic opportunities offered by ICT

**Discussion** – by listening carefully and intervening to pose further questions, children’s ideas, thoughts and opinions can be valued and extended.

**Practical activities** – this may include handling artefacts, dressing up, role play and visiting museums and other sites of historical interest. Such activities must be relevant, interesting and progressive.

## **Teaching Assistants**

Teaching Assistants work primarily to support children with Special Educational Needs to enable them to have equal access to the learning objectives of the lesson. They may work alongside the children to provide additional explanations or they may adapt activities to meet the particular special needs of an individual child. They work under the guidance of the class teacher and are part of the planning for the lessons. Teaching Assistants develop knowledge and understanding of how the SEN children in their group learn and this experience is valued greatly.

Higher Level Teaching Assistants can plan, prepare, deliver and assess specified work under the supervision of a qualified teacher.

## **Presentation and Recording of Work**

In history children’s work can take various forms. It can be:

- a piece of writing, a drawing or painting
- a report or a presentation
- drama and speaking & listening activities such as a play, conscience alley or hot-seating
- a model or other piece of craft work
- a piece of film or sound-recording using multimedia skills

Children can record their work individually, as a group or class.

## **Resources**

We have a selection of history resources, including teacher resource material, CD ROM’s, videos, posters, artefacts and a range of handling items and historical costume for each year group. The library contains a wide selection of children’s reference material. We invite specialists in to school to recount personal experiences or share historic handling and drama activities relevant to particular themes. We also visit museums locally and regionally and other historical sites to enhance learning.

## **Assessment and Record Keeping**

Formative assessment is ongoing and significant learning is recorded on the short term planning sheet.

All work is marked developmentally and levelled against the school’s assessment policy. The levelled work from the Special Books is used to inform planning and target setting. Attainment is shared with children and used to plan their future learning. It is shared with parents on Parents evening.

## **SEN**

All children take part in mainstream lessons for history; the children from the Support Base are fully included. They are given access to the learning outcomes by additional support from the classroom auxiliaries, planned differentiated activities and specific resources where appropriate. The SENCO is available to support staff with advice concerning any aspect of special needs.

## **Gifted & Talented**

Children who show particular skills and talents in history should be identified as early as possible in order to provide challenging and motivating learning opportunities that enable them to develop their full potential in the subject. We will promote a desire for excellence in all pupils, regardless of their ability, encouraging them to think and work independently.

## **Equal Opportunities**

The history curriculum is accessible to all children irrespective of age, ability, gender and cultural background. It should be adapted as necessary to meet the specific needs of children with EAL.

Appropriate History units are adapted to support national equal opportunities campaigns such as Black History month and Holocaust Day. It is important that teachers try to portray the roles of women and of people from ethnic minority groups positively within the topics they are teaching to challenge the perception of British history as traditionally being about and written by white men.

## **Health & Safety**

All school visits are carefully planned with safety in mind and consideration of the age and ability of the children. Visits are well supervised. Staff should refer to the Educational Visits Guidelines.

## **Role of the Subject Leader**

Please refer to the policy on the role of the Curriculum Leader.

## **Parental Involvement**

As co-educators of children parents have an important role to play. They should be kept informed about the areas of study within history so that they can make the most of any opportunities to apply the historical concepts learnt at school within the local environment.

Parents and grandparents can be an excellent source of information and resources and are invited into school to support history topics.

Homework should support learning in school and the teacher needs to provide parents with enough information to enable them to be clear about the purpose of the activity and their role.

## **Role of the Governing Body**

The Curriculum Working Party has the role of approving all curriculum policies.

Reviewed: September 2016

Next review date: September 2018