

## **History Policy**

**History is vital to a rich and broad primary education. It helps pupils to make sense of the present as well as the past, and to appreciate the complexity and diversity of human societies and development.**

### **Introduction**

This document is a statement of the aims, principles and strategies for the teaching and learning of history at Snape Wood Primary School.

### **Statement of intent**

History lessons are underpinned by historical knowledge and skills, allowing them to know more and do more, to encourage children to work as historians. History units are planned to ensure that lessons are built upon the key ideas in history and units always work towards children developing knowledge and historical enquiry skills:

- Pupils will develop a sense of time and chronology
- Pupils will use a range of historical sources
- Pupils will have a clear understanding of local, national and international history and its impact on the World as we know it.
- Pupils will have the opportunities to compare and contrast and make links to the differing historical periods

### **Teaching in Learning in History**

#### **Foundation Stage –**

The revised EYFS Statutory Framework 2020 saw a change to some of the Early Learning Goals (ELGs). For example, within UTW we see it is more closely aligned with the requirements of the history curriculum in KS1 through the inclusion of a new ELG entitled 'Past and Present'. It is important to remember that we must not teach to the goals but bear them in mind. Children in reception will be learning to "comment on images of familiar situations in the past". Teachers and teaching assistants will support this by:

- Presenting children with pictures, stories, artefacts and accounts from the past, explaining similarities and differences.
- Offering hands-on experiences that deepen children's understanding, such as visiting a local area that has historical importance.
- Showing images of familiar situations in the past, such as homes, schools, and transport.
- Looking for opportunities to observe children talking about experiences that are familiar to them and how these may have differed in the past.
- Offering opportunities for children to begin to organise events using basic chronology, recognising that things happened before they were born.

#### **KS1**

Pupils should be taught about:

- Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life
- Events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries]

- the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods [for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell]
- Significant historical events, people and places in their own locality.

## **KS2**

Pupils should continue to develop:

- A chronologically secure knowledge and understanding of British, local and world history.
- They should note connections, contrasts and trends over time and develop the appropriate use of historical terms.
- They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance
- They should construct informed responses that involve thoughtful selection and organisation of relevant historical information.
- They should understand how our knowledge of the past is constructed from a range of sources.

Pupils should be 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 a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty or 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.

## **Assessment**

Ongoing formative assessment monitors pupil performance and progress during learning; the outcomes of which we will use to ensure that work matches the individual needs and abilities of pupils.

Summative assessment reviews pupils' progress and abilities, and will be undertaken at the end of each unit, term and school year based upon end-of-unit quizzes and, where appropriate, unit outcomes such as double page spreads, extended writing, debates and class assemblies.

### **Equal Opportunities**

At Snape Wood Primary School we are committed to providing a teaching and learning environment that allows all children to thrive and reach their potential. All teachers provide suitable learning opportunities for children, recognising that many children have individual needs and ensuring these needs are catered for in history lessons. This includes providing adult support and appropriate equipment and materials to enable all children to access the history curriculum. Teachers are aware of children who have a particular talent and interest in history and aim to provide additional challenges for these children where appropriate.

### **Role of the Subject Leader**

- Secure and maintain History resources, and advise staff resources if need be.
- Offer help and support to all members of staff in their planning, teaching and assessment of History.
- Keep the headteacher and other stakeholders, such as parents, informed about the implementation of the primary history curriculum.
- Keep up-to-date with new developments in history and communicate such information and developments to colleagues, including, where necessary, through the creation and delivery of bespoke training programmes.
- Monitor the provision of history across school.
- Attend appropriate in-service training.

### **Monitoring the Effectiveness of the policy**

This policy will be reviewed every three years. The effectiveness of this policy will be reviewed by the subject lead, the Headteacher and the nominated governor and necessary recommendations for improvement will be made to the Governors.