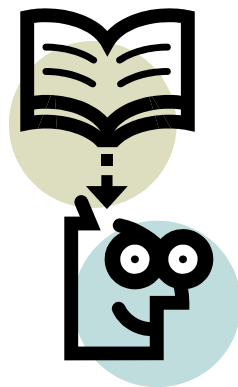


MAPLE PRIMARY SCHOOL

HISTORY POLICY



Reviewed 2020

Policy Statement

History can mean two things –the past and the study of the past. The past includes all aspects of our lives that have gone before. History shapes the customs and beliefs of the communities to which we belong .Learning about the past and the methods used to study it helps pupils to make sense of the world in which they live.

History is about real people and real events interacting upon each in the past. It is important that we can find out what has happened in the past through the use of actual evidence which comes from many sources and is presented in many ways.

Through history, pupils will develop the concepts of continuity and change which are frequently part of our everyday experience. Pupils will also gain knowledge and understanding about some of today's situations when looking at them within a historical content.

Aims and Purposes

We teach History to:

- develop an interest in the past and an appreciation of human achievements and inspirations.
- learn about some of the major issues and events in their own country and the world and how these events may have influenced each other.
- develop an understanding of the concepts of time and chronology
- understand how the past was different to the present and the people of other times and places may have had different values and attitudes from our own.
- understand that events have usually a multiplicity of causes and that historical explanation is provisional, always retractable and sometimes controversial.
- stimulate the imagination
- communicate clearly employing a wide range of media.

Curriculum and School Organisation

Foundation Stage

History in the Foundation Stage is taught within the specific area of 'Understanding the World'. The children are supported in developing the knowledge, skills and understanding that helps them to make sense of the world.

Topics may include:

- Marvellous Me
- Dinosaurs

(Due to the EYFS curriculum this is subject to change)

The pupils are encouraged to talk about their families and past and present events in their lives .They begin to gain knowledge and understanding of the world through:

- Photographs
- Listening to stories and memories of older people
- Role play activities
- Discussing events in the past and their own personal lives
- Sequencing events to gain a sense of time.

Key Stage 1

The 2014 National Curriculum at Key Stage 1 focuses on developing children's awareness of the past, using common words and phrases relating to the passing of time. They should know where the people and events they study fit within a chronology framework and identify similarities and differences between ways of life in different periods. Children should use a wide vocabulary of everyday historical terms. They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. They should understand some of the ways in which we find out about the past and identify different ways in which it is represented.

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 the national and international achievements
- Significant historical events, people and places in their own locality.

Key Stage 2

The 2014 National Curriculum at Key Stage 2 should continue to allow children 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 use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. Children 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.

In planning to ensure progression, teachers should combine overview and depth studies to help pupils understand both the long arc of development and the complexity of specific aspects of the content.

Pupils should be taught about:

- Changes in Britain from the Stone Age to the Iron Age.
- Roman Empire and impact on Britain.
- Britain's settlement by Anglo-Saxon and Scots.
- The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor.
- A local study – a post 1066 study of relevant local history.
- The achievement of the earliest civilizations –Ancient Egypt.

- 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 AD900,Mayan AD900,Benin(West Africa)AD900-1300

History Teaching

Story and narrative and narrative are central to history teaching and are a natural resource in which sequence, causation and change can be explored. For younger children, in particular, they can provide a vehicle for developing language, a chronological environmental understanding and a stimulus for a range of work .There is an important and central place in history for good stories so that children can be taught to listen carefully and critically.

History teaching should cause pupils to ask ‘How do we know?’ and provide them with experiences of working with different source materials, documents, photographs, maps, artefacts, oral testimony ,videos ,secondary interpretations as well as visits.

Although history will not always be taught and learned in a chronological sequence, pupils in Key Stage2 will have access to some form of time chart so that past **events can be placed in a chronological sequence and their relative distance from the present identified.**

Although history is strongly rooted in written and spoken language, information technology is a very useful tool for the historian. It can be used to store, retrieve and analyse information and for word processing .All classes have access to computers, I pads and interactive whiteboards with access to the internet.

Pupils should be encouraged to be imaginative when working with evidence while at the same time respecting it. They should be able to offer hypothetical explanations of past events, supported by carefully reasoned proof, and to test them by comparing sources, discussions and arguments.

History lends itself to and benefits from a wide range of teaching and learning styles i.e. whole class teaching, when new or complex materials are introduced, as well as paired, group or individual work.

Inclusion and the History Curriculum

This policy relates to the school’s philosophy for promoting equal opportunities .Children, irrespective of ability, race, gender or eligibility to Pupil Premium are given full access to the History Schemes of Work.

In order to provide work that is appropriate to the learning experiences of individual children, it is necessary for the teacher to be aware of the SEN that apply to children being taught in the class and differentiate accordingly so that all pupils are included.

More able and talented pupils will be identified and their work differentiated accordingly. Teachers take account of the three principles of inclusion, set out in the National Curriculum, which relate to:

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

Assessment, Record keeping and Recording

The approach to assessment, record keeping and reporting of this subject area follows whole school policy guidelines.

Pupil's work is marked and assessed against Key Skills and age related expectations. Pupils are encouraged to improve their own learning performance through the school marking policy. Reports to parents are written annually.

Role of the Co-ordinator

The History Co-ordinator will:

- Manage and maintain History curriculum resources.
- Monitor, review and develop the school's History Policy in line with national and local guidelines.
- Maintain and update subject knowledge by:
 - a. Liaison with Herts Advisory staff
 - b. Attending courses and feeding back good practice to colleagues
- Lead INSET
- Maintain continuity and progression in History across the school by working closely with other members of staff.
- Provide advice and support to colleagues.
- Have a general oversight of History across the Key Stages through:
 - a. Regular access to children's work
 - b. Seeing yearly and termly plans for all classes
 - c. Knowledge of assessment in line with school practice and policies
 - d. Working with teachers and children in History lessons/assemblies when appropriate
 - e. Being aware of practice from Reception to Year 6.

Review

The curriculum will be kept under review and evaluated regularly. This will require discussion between the Head Teacher, History Co-Ordinator and all teaching staff to ensure appropriate coverage of the curriculum and the teaching of key skills are being implemented.