



Individually Strong, Collectively Stronger

History Policy



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HISTORY POLICY

INTRODUCTION

The history curriculum at Allen Edwards Primary School incorporates the requirements of the National Curriculum for History at Key Stages 1 and 2 and for the Foundation stage (the early learning goals).

In order to fulfil this, the school has a history curriculum outline incorporated into our cross-curricular themes. This is part of the school's development plan and curriculum framework. Coverage is tracked through both key stages. At the end of each unit of work pupils undertake a self-assessment their pup knowledge and understanding of the skills that have been taught, teachers also perform an assessment against the objectives. These assessments will be completed and will be compiled at the end of each term to provide an overall picture of progress in each class throughout the year.

AIMS AND OBJECTIVES

History teaching offers opportunities to:

- Develop children's sense of identity through learning about the development of Britain, Europe and the world.
- Secure children's knowledge of their own heritage and that of their family.
- Introduce children to what is involved in understanding and interpreting the past.
- Enhance and extend children's abilities to enquire and question, in their history work specifically but, more generally, throughout their lives as a whole.

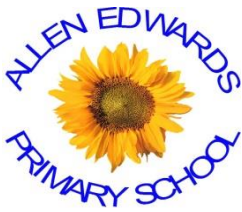
EQUAL OPPORTUNITIES

- Will be recognised by personal histories. The history topics are resourced so that they reflect the ethnicity of the school and the wider community as far as possible.
- The contribution made by other cultures throughout history that have been either misrepresented and/or under represented.
- Where possible the experiences of children, parents and the local community should be drawn on in the teaching of history in the school.
- Where possible (or appropriate), take advantage of special events with an historical focus (i.e. Black History Month, Holocaust Memorial Day).

FOUNDATION STAGE

In the foundation stage, children:

Talk about where they live, their environment, their families and past and present events in their own lives. They show an awareness of the purposes of some features of the area in which they live.



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KEY STAGE 1

Pupils should develop an 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 chronological framework and identify similarities and differences between ways of life in different periods. They 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.

In planning to ensure the progression described above through teaching about the people, events and changes outlined below, teachers are often introducing pupils to historical periods that they will study more fully at key stages 2 and 3.

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.

KEY STAGE 2

Pupils should continue 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. 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.

In planning to ensure the progression described above through teaching the British, local and world history outlined below, 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
- the Roman Empire and its impact on Britain
- Britain's settlement by Anglo-Saxons and Scots



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- 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 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.

LANGUAGE AND COMMUNICATION

Children:

- Develop language skills through talking about their work and presenting their own ideas using sustained and systematic writing of different kinds.
- Use historical language and draw pictures, maps and diagrams to communicate historical information.
- Read historical fiction and non-fiction and extract information from sources such as reference books and the Internet.

VALUES AND ATTITUDES

Children:

- Learn about the experiences of people in the past, and why they acted as they did.
- Develop respect for and tolerance of other people and cultures.
- Learn how people in the past have changed the society in which they live.
- Develop respect for evidence and the ability to be critical of the evidence.
- Develop an understanding of right and wrong and the ability to handle moral dilemmas in a responsible way.

BY THE END OF THE FOUNDATION STAGE MOST CHILDREN SHOULD:

- Be aware of connections between events and experiences within and beyond the early childhood setting.



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- Find out about past; and present events in their own lives, and in those of their families and other people they know
- Begin to differentiate between past and present.
- Remember and talk about significant things that have happened to them.
- Predict and plan from the patterns and regular events that make the day or session.
- Understand that routines, customs and events can be different in other settings.
- Understand the routines, customs and regular events of the early childhood education setting.

Reviewed: October 2017

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Signed by Headteacher: Louise Robertson