

# HIGH LITTLETON CHURCH OF ENGLAND PRIMARY SCHOOL

## HISTORY POLICY

### **Rationale**

At High Littleton Church of England Primary School, we will give our children a high-quality history education which will help them gain a coherent knowledge and understanding of Britain's past and that of the wider world. We will inspire pupils' curiosity to know more about the past, which will equip children to ask questions and think critically, helping children to understand people's lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity.

### **Aims**

The national curriculum for history aims to ensure that all pupils:

- know and understand the history of Britain 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

- gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.

### **Attainment Targets**

By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.

### **Key Stage 1**

Children will develop an awareness of the past, using common words and phrases relating to the passing of time. They will 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 will use a wide vocabulary of everyday historical terms. They will ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events.

Children will 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**

Children will 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
- the Viking and Anglo-Saxon struggle at 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

### **History and inclusion**

At our school we teach history to all children, whatever their ability and individual needs. Through our history teaching we provide learning opportunities that enable all children to make good progress. We strive hard to meet the needs of those children with special educational needs, those with disabilities, those with special gifts and talents, and those learning English as an additional language, and we take all reasonable steps to achieve this. For further details see separate policies: Special Educational Needs; Disability Non-Discrimination and Access; Gifted and Talented; English as an Additional Language (EAL).

### **Equal Opportunities**

(See Equal Opportunities Policy)

### **Health and Safety**

(See Health and Safety Policy)

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

- To demonstrate good practice in the teaching of History
- To support colleagues.
- To monitor the teaching of history in the school by:
  - ✓ lesson observations,
  - ✓ annual work scrutiny
  - ✓ talking with children and staff,
  - ✓ gathering annotated samples of children's work
- To hold staff meetings to discuss relevant matters.

- To refine/re-develop the SOW as necessary.
- To share information and audit training needs of staff.
- To make a yearly Action Plan to focus on specific and identified areas needing development.
- To ensure that resources and equipment are readily available and centrally stored.

### **Monitoring and Review**

The governing body will monitor the implementation of this policy and review the policy every two years.

G Griffith

September 2018

Review Date: September 2020