



HIGHLEY COMMUNITY PRIMARY SCHOOL

History

Updated September 2017

Reviewed: July 2018

Rationale

The schools policy for History is based on the National Curriculum 2014.

History stimulates the children's interest and understanding about the life of people who lived in the past, and through this they develop a sense of identity and a cultural understanding based on their historical heritage.

A high-quality history education will help pupils gain a coherent knowledge and understanding of Britain's past and that of the wider world. It should inspire pupils' curiosity to know more about the past. Teaching should equip pupils to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. History helps children 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.

Aims:

We aim to ensure that the children will:

- Develop an interest in the past and promote love of learning of the subject
- Develop an understanding of historical events in chronological order
- Know and understand key events in British History
- Develop the ability to communicate historical knowledge and understanding using a variety of techniques
- Know and understand significant aspects of the history of the wider world
- Gain and deploy an understanding of key historical vocabulary and abstract terms
- Understand historical concepts, such as continuity and change, and use them to create accounts
- Understand the methods of historical enquiry

- Make connections between local, regional, national and international history

Teaching and Learning

Highley Primary School follows the 2014 National Curriculum for the teaching of History.

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, in particular national changes
- Events beyond living memory that are significant nationally or globally
- Significant individuals in the past who contributed to national and international achievements
- 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.

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 - Bridgnorth
- A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 – King and Queens (Y3/4)
Crime and punishment (Y5/6)
- The achievements of the earliest civilizations –Ancient Egypt

- Ancient Greece
- A non-European society that provides contrasts with British history –Mayan civilization c. AD 900

Role of the Subject Leader:

The subject leader will facilitate the development of History by:

- managing the implementation of the policy
- updating the policy and scheme of work in collaboration with teaching staff
- ordering/updating/allocating resources in collaboration with teaching staff
- identifying needs and arranging CPD so that all staff are confident in how to teach and assess the subject and have sufficient subject knowledge
- keeping staff abreast of new developments
- taking an overview of whole school planning to ensure that there is continuity between year groups and that progression is taking place
- supporting staff in developing pupils' capability
- attending appropriate courses to update knowledge of current development
- contributing to the School Development Plan on an annual basis
- liaising with feeder schools.

Monitoring and review

Monitoring is carried out by the History co-ordinator, in the following ways:

- Informal discussion with staff and pupils
- Observation of displays
- Looking at the work of pupils
- Highlighting curriculum objectives

Equal Opportunities

It is important that children at Highley Primary School do not feel excluded from any part of the languages programme. All pupils will be included in History teaching as we take into account children's differences in terms of race, ability, gender, class and their individual needs.

Special Education Needs

The History programme aims to provide effective learning opportunities for all pupils and differentiation will be identified in the scheme of work. Each child will be given access to the same learning opportunities, resources and equipment appropriate to their individual needs. More able pupils will be taught in their own class and challenging learning activities will be provided through differentiated group work, open ended questioning, hot seating etc. More able pupils will be indicated to the secondary school to ensure effective progression.

Signed:

(Governor)

Date: July 2018

Next Review Date: July 2020