



Beechwood Primary School

History Policy

Aims:

At Beechwood we believe the essential characteristics of historians have:

- An excellent knowledge and understanding of people, events and contexts from a range of historical periods and of historical concepts and processes
- The ability to think critically about history and communicate ideas very confidently in styles appropriate to a range of audiences
- The ability to consistently support, evaluate and challenge their own and others' views using detailed, appropriate and accurate historical evidence derived from a range of sources.
- The ability to think, reflect, debate, discuss and evaluate the past, formulating and refining questions and lines of enquiry
- A passion for history and an enthusiastic engagement in learning, which develops their sense of curiosity about the past and their understanding of how and why people interpret the past in different ways
- A respect for historical evidence and the ability to make robust and critical use of it to support their explanations and judgements
- A desire to embrace challenging activities, including opportunities to undertake high-quality research across a range of history topics

Curriculum Planning:

In Foundation Stage planning is completed in line with the Early Learning Goals. In Key Stage One and Two planning is completed in line with the new National Curriculum (Sept 14) where it is incorporated into the Medium Term Planning. This is monitored to ensure that all objectives are covered and that there is clear progression.

Teaching and Learning:

Foundation Stage develop the children's historical awareness through the Understanding the World Early Learning Goal. Pupils talk about past and present events in their own lives in the lives of family members. They know about similarities and differences between themselves and others and among families, communities and traditions.

Pupils in Key Stage One 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.

Pupils are 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

- 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

Pupils in Key Stage Two 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 are 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
- 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

Subject Specific Resources:

The relevant resources for each topic are kept in clearly labelled Topic Boxes in the Resource Room.

Differentiation:

Differentiation is an essential element of good planning. Tasks can be broken down into small steps, giving children achievable goals. Activities should reinforce children's understanding of the subject. The more able children should be given open-ended tasks and opportunities for further research and more challenging study.

Able, Gifted and Talented:

These children have been identified by staff and placed on the A, G and T register – they receive a provision map in order that their skills can be developed. At present the support given to other pupils in class, in order to properly develop their skills, is usually undertaken by the class teacher who has organised the class groups with this in mind.

Assessment:

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. Assessment in Foundation Stage is against the Early Learning Goals. Assessment in Key Stage One and Two is against the three essential learning objectives

- To investigate and interpret the past
- To understand chronology
- To build an overview of world history

- To communicate historically

Assessment of writing should be cross-curricular and there should be evidence of independent writing tasks within History lessons.

Parents are informed of children's progress in History in the end of year report.

Equal Opportunities and Inclusion:

All staff at Beechwood Primary School are responsible for ensuring that all pupils irrespective of gender, ability, ethnicity, disability and social circumstances; have access to and be given opportunities to make the greatest progress possible while at school.

SEN:

The aim is to ensure that all pupils make progress and gain positively from each History lesson. All teachers aim to:

- Plan lessons so that all pupils can be included
- Use a range of resources, including the use of ICT, effectively to allow access to whole class or group work
- Differentiate tasks or activities
- Organise the class and deploy staff to support groups or individual needs

Health and Safety:

When working with equipment, tools or materials pupils should be taught:

- About hazards, risks and risk control
- To recognise hazards, assess consequent risks and take steps to control the risks to themselves and others
- To manage their environment to ensure health and safety of themselves and others
- To explain the steps they take to control risks e.g. specific storage of equipment

History across the curriculum:

We see History as a natural context for the development of English, maths and other subjects. Teachers will identify opportunities in their medium and short term planning to support the development of these skills.

Monitoring and Evaluation:

Portfolios of levelled work, displays, trips and other relevant information are kept for the purpose of monitoring and moderation.

R. Minter

History Policy

Reviewed: November 2014

Review: November 2016

Signed by Chair of Curriculum & Welfare _____

Signed by Head Teacher _____