



History Policy

Aims

At St Paul's we follow the National Curriculum for the teaching of history. We believe that 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 pupils 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.

Objectives

- To instil and nurture in children, an excitement and enjoyment about learning about the past
- To know and understand the history of these islands 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
- To know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the rise and fall of empires; characteristic features of past non-European societies; the achievements and failures of mankind throughout history
- To develop and use a contextual understanding of historical vocabulary such as 'empire', 'civilisation', 'parliament' and 'peasantry'
- To 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 to record and present their learning through a variety of English genres and other media
- To understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and understand how and why contrasting

arguments and interpretations of the past have been constructed (bias and propaganda)

- To 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

Children are expected to know the subject content and to apply and understand the specified skills and processes laid out in each programme of study.

Programmes of study-subject content

Key stage 1 rational

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.

At St Paul's the children learn about:

Year 1

- **Toys**- *Changes within living memory*
- **The Queen and the Royal family**- *Lives of significant people who have contributed to national life*

Year 2

- **The Great Fire of London, Poppy Day and Titanic** - *National events beyond living memory-*
- **Neil Armstrong, Christopher Columbus, the Queen and Nelson Mandela** - *Lives of significant people who have contributed to national/international life*

Key stage 2 rational

In key stage 2 pupils continue to develop a chronologically knowledge and understanding of British, local and world history, including in depth studies within the periods they study. They should be able to recognise connections, contrasts and trends over time and continue to develop the appropriate use of historical vocabulary. They will learn to ask and address historically questions about change, cause, similarity and difference, and significance. They should be able to formulate responses to historical questions by selecting and organising the relevant historical information. They should understand that our knowledge of the past is constructed from a range of primary and secondary sources and are open to interpretation and bias. Pupils will study in detail certain key aspects of British, local and world history, while developing an overarching view of historical development.

Year 3

- **Stone Age to Iron Age Britain** - *to develop a chronological knowledge and understanding of British History, establishing clear narratives within the period of study*
- **Benin West Africa** – *a non European Society*

Year 4

- **The Roman Empire and its impact on Britain**- *to develop a chronologically secure knowledge and understanding of British History, establishing clear narratives within the period of study*
- **Crime and punishment** – *a study of an aspect or theme in British history beyond 1066*

Year 5

- **Ancient Greece** - *the study of Greek life and achievements and their influence on the western world*
- **Anglo Saxons and the Scots** - *the settlement of Britain*

Year 6

- **Ancient Egypt** – *where and when the earliest civilizations appeared and their achievements*
- **The Viking and Anglo Saxon struggle for the Kingdom of England**- *to develop a chronological knowledge and understanding of British History, establishing clear narratives within the period of study*

Teaching, learning and assessment

Curriculum planning

The National Curriculum provides the statutory long term planning for the teaching of history.

At St Paul's we have divided up the content and skills set out in this document across the year groups to ensure age appropriate content and understanding and to ensure children develop a chronological understanding of history. All year groups learn about two different aspects of history during the year.

The class teacher writes the lesson plans for each history lesson. These plans include the specific learning objectives for each lesson, differentiated activities, resources, adult support and assessment opportunities. At St Paul's we also use the Focus Learning Challenge Curriculum as a base for planning lessons. This Curriculum is enriched through the creative and expressive arts where appropriate.

The contribution of History to other curriculum areas

English

History contributes significantly to the teaching of English at St Paul's, actively promoting the skills of reading, writing, listening and oracy. Children develop their oracy skills through the discussion historical questions or presenting their learning to the rest of the class. They use a variety of English genres to present their learning, e.g. diaries, letters, persuasion and explanation texts.

Mathematics

History contributes to the teaching of maths in a number of ways, in particular to the skill of the sequencing of numbers when using time lines, Roman Numerals and interpreting historical data.

ICT

The Internet acts as an important research tool to support children's learning, providing them with a variety of primary and secondary source material. Word processing is an important tool in the presentation of children's work, as are data handling programs.

Personal, Social and Health Education

History contributes significantly to the teaching of PHSE. The history curriculum has been specifically designed to ensure children gain an understanding and chronology of Britain's cultural heritage and its impact on Britain's multicultural society today. Children learn about the beginnings of democracy (Ancient Greece-KS2); they learn about how laws are made and changed, (crime and punishment-KS2) and sacrifice and freedom (Remembrance Day-KS1) They learn how society is made up people from different cultures and start to develop tolerance and respect for others.

Independent learning

History provides a perfect medium for independent learning. Children are expected to consolidate and extend their learning in class through independent research at home. Children are encouraged to use a variety of research tools and to present their learning in creative ways. Every half term, a £5:00 book token is award to a child from each class, who has excelled in their research.

Special Educational Needs

History is part of the broad and balanced curriculum provided to all our children, whatever their ability. Learning objectives and activities are differentiated to the needs of the child, taking into account, where applicable, the targets set in their Individual Education Plans.

Assessment

Informal assessments are made on children's learning throughout the course of each lesson. Work is marked on a regular basis according to the School Marking Policy. At the end of each unit, children's learning is against the content and knowledge set out in the National Curriculum for their year group. Assessment may take many forms, dependent on the age of the child and subject content. This may include a test, a 1:1 discussion with the teacher or a presentation of work to demonstrate learning.

Children will be assessed in line with schools assessment policy. Children's learning will be recorded as WT (working towards), WW (working within), A (achieved) and E (exceeded).

The end of year assessment is based on a child's developing knowledge and understanding over the whole year against National Standards. The National expectation is for all children to attain "achieved" by the end of the year.

Monitoring and review

The monitoring of the standard of children's work and the quality of teaching and learning in history is the responsibility of the history subject leader. Their role includes lesson observations, work scrutinies, collection and evaluation of assessment data, supporting colleagues, keeping abreast of current developments, auditing and procurement of resources and reporting to governors.

Early Years

History is taught in Early Years through the, "knowledge and understanding of the world" strand of the Development Matters Curriculum. Children are introduced to the concept of the past through personal experiences. They talk about themselves, their parents and grandparents and begin to use basic vocabulary for the passing of time.

Signed G.C. Taylor

Date 28.9.2015

Review date September 2016