



## **HISTORY POLICY – OCTOBER 2020**

Victoria Community School aims to provide a broad balanced and structured curriculum for all pupils. The study of History is an integral part of the whole curriculum, enriching other subjects as well as being a valuable area of study in its own right.

This policy outlines the purpose, nature and management of History, which is taught and learned in our school.

### **Aims**

History should:

- help the pupils develop a sense of identity in relation to the culture, community and social group to which they belong, including Great Britain.
- give children opportunities to find out about the experiences and achievements of others.
- help children to develop a range of historical and life skills.
- help children to develop an understanding of the significant events and people in the world in which they live.
- help children to develop and foster an awareness of, and interest in the past, helping them to make links between lives in the past, and their own lives.

Through studying History, children form an understanding about the experiences of others, and the way these experiences have influenced society. It helps to give pupils some understanding of the contemporary world, the reasons for change and the processes of these changes.

### **Attainment Targets**

By the end of each keystage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant Programme of Study.

### **Inclusion Statement**

The Staff and Governors of Victoria community School believe that:

- Inclusion is an ongoing process by which the caring and learning environment is constantly monitored and adapted to meet the needs of all our pupils.
- All of our pupils are entitled to support in fulfilling their own potential in terms of academic, physical, cultural, social, emotional and moral development.
- We recognise that ALL our pupils are individuals with their own characteristics, strengths, weaknesses and learning needs.
- Our policies and practices will therefore, take account of the diverse needs and talents of our pupils.
- Pupils with additional emotional, social or learning needs should have access to high quality education and support appropriate to their needs.

## Organisation

The organisation of History at Victoria Community School is based upon our own Creative Curriculum programme which is a response to the new National Curriculum 2014. Through these studies, pupils will be developing an awareness of the past and a chronological understanding of life in different periods. They will also be taught skills in order to research the past.

The plan for Nursery and the Foundation Stage:

In the Foundation Stage, pupils consider their own lives and the local area, learning about how and why changes occur.

	<b>Nursery</b>	WOW opportunities and trips	<b>EYFS/Reception</b>	WOW opportunities and trips
Autumn 1	Colours all around me "Wow said the Owl"- what makes me special and looking at senses. (PSED focus)	Planting ready for Spring	Ourselves	Picnic- Nursery Garden
Autumn 2	Into the forest/ outdoor learning Julia Donaldson (UTW focus to include science)	Christmas activities and Santa visit	Colour and festivals -Mondrian	Library Visit Autumn Walk Orchard
Spring 1	Once upon a nursery Rhyme (CLL and Lit focus including mark making)	Nursery rhyme show to parents	Under the Sea	Sea Life Centre Trip Mosque Visit Spring Walk Orchard
Spring 2	I spy with my little eye- what's happening in the garden? (UTW and EAD focus)	Easter activities	Traditional tales	Church Visit Planting- Nursery garden Lifecycles- chicks
Summer 1	Oh I do like to be beside the seaside Transport and Travel (UTW/ STEM/ Geog focus)	Seaside visit?	Animals	Zoo trip Summer Walk Orchard Lifecycles- Tadpoles
Summer 2	It's a big world (child interest focus to include Space and Dinosaurs) (EAD/PD/ History focus)	Seaside visit?	Mini beasts	Bug man Games Day- Nursery Garden Lifecycles- butterfly's

## National Curriculum Aims

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/239035/PRIMARY\\_national\\_curriculum\\_-\\_History.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/239035/PRIMARY_national_curriculum_-_History.pdf)

### Aims

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

- 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
- 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

The progression and range of topics linked to each key stages curriculum within Years 1 -6 is as follows:

	Topic 1	Topic 2	Topic 3
Year 1	Changes within living memory: Ourselves	Events beyond living memory and lives of significant others: Guy Fawkes and Gunpowder Plot	Changes within living memory: Toys (Sudbury Hall)
Year 2	Lives of Significant Indiv: Christopher Columbus and Neil Armstrong	Significant historical events, people and places in their locality: Events beyond Living Memory: The Titanic Captain Edward Smith from Stoke	Significant historical events, people and places in their locality:  Castles

Year 3	Local History Study	Study an aspect in British History: Legacy of Roman culture/Roman Empire and its impact on Britain	British History that extends chronological knowledge beyond 1066: Victorians
Year 4	Achievement of Earliest Civilisations Ancient Egypt	Britain's Settlement by Anglo Saxons and Scots	British History that extends chronological knowledge beyond 1066: Transport, Canals and Railways
Year 5	Changes in Britain from Stone age to Iron Age	Study of Ancient Greece	Viking and Anglo Saxon struggle up to Edward the Confessor
Year 6	Turning point in British History WWI/ WWII	KS2 Contrasting Non-European Society Mayan civilisation	

## Teaching and Learning Approaches

In the Foundation Stage a great deal of historical work is oral, with lots of discussion, story and play. The emphasis at this stage is on introducing and extending vocabulary, with work based on the children's own experiences.

## Cross-curricular links

History is often taught through a topic based approach, where there will be opportunities for linked teaching and learning in other curriculum areas. This usually begins with a mixture of verbal activities and discussions, story-based activities, and role-play. Later some form of recording will be used, either written, pictorial or a combination of the two. Teaching approaches will include whole class discussion, group work and individual activities, employing several methods of recording. Children will engage in a variety of learning, such as investigating artefacts, looking at evidence and researching information. Their stimulus covers school trips, videos, theatre groups, re-enactment days as well as computers, books and artefacts.

Class teachers are responsible for the organisation and teaching of History within their own classes. Weekly planning is done by class teachers, on a Short Term Planning sheet for Foundation Subjects. Organisation of the children will vary according to the learning objectives, the task and the resources available. Work will be differentiated in order to match the pupils' abilities, and they will be supported where appropriate. Able pupils will be given opportunities to extend their knowledge and understanding with more challenging tasks.

In order to sustain interest and development, teachers are encouraged to approach History through literacy. There will be opportunities for children to develop their use and understanding of vocabulary, and there will be significant use of story and role-play, particularly in Key Stage One.

**Mathematics** – through studying history, children will develop understanding of chronology, work with dates and timelines, and consider lengths of historical periods and reigns.

**Science** - as part of the History curriculum children will learn about significant people and events, including scientists, inventors and major discoveries.

**Art/Design and Technology** – Art lends itself to many History topics, from the study of Hieroglyphics in Ancient Egypt to the study of jewellery in Anglo Saxon times. In Design Technology, projects are planned to work alongside History, for example Victorian transport.

**Geography** – a number of areas of study in History look to other countries for their inspiration. Children will also make use of map work and other geographical skills, for example in Local History studies.

**PE/Drama/Music** – some History topics can be complemented by the study of dance, music and games from the period. Role-play and other drama activities are an excellent teaching approach to develop historical understanding, and visiting drama groups may also be used to enhance learning.

**PSHE/RE** – through the study of other times and cultures, children's understanding of their place in the world will be enhanced, and their religious knowledge will be developed further.

**ICT** – there are a number of computer software programmes linked to specific History topics, which can be used to supplement work in History. Children will also be given opportunities to use the Internet and I-pads for research, databases for interrogation and word processing and publishing packages for presentation.

## **Progression**

The progression that children make in History is evident in the knowledge, skills and understanding that they have at different stages throughout their time at school.

During the Foundation Years children will begin to recognise changes in their own lives, and be able to talk about the past.

In Key Stage One, children should have a developing sense of chronology, and be able to compare their own lives with the lives of people from the past. Children will also start to recognise that there are reasons why people in the past acted as they did.

As children study History at Key Stage Two, they not only demonstrate factual knowledge of aspects of History, but are also able to give reasons for and results of main events and changes. They begin to recognise different representations of information and can select appropriately from different sources.

## **Resources**

Resources for History are either:

- stored in the teacher's resource room
- kept in relevant topic boxes (usually stored in class rooms)
- internet

New/additional resources are purchased whenever possible. Lists of these resources are circulated to staff whenever appropriate.

## **Assessment**

Records of children's attainment and progress are kept to inform the Annual Report to parents and to comply with the school's record and assessment requirements.

As with all foundation subjects, history is assessed on the foundation subject assessment sheet.

## **Review and Monitoring**

Class teachers will review the History topics taught within their year group, in conjunction with the History Co-ordinator, in order to identify areas within the Scheme of Work that may need to be amended, or resources that are required.

Book trawls will be carried out annually and creative days will be held termly with collaborative cross curricular learning opportunities.

Teacher questionnaires to be carried out to check areas for CPD. Pupil voice will also be carried out to monitor their understanding and coverage of the curriculum in year groups.

This policy will be reviewed by the Creative Curriculum team, who will draw on the experiences and ideas of colleagues and take account of new developments.

## **Online Learning**

History activities and links will be available for children to access via the school webpage. History topics will also be added to G-Suite or class Dojo for children to complete, in event of a lockdown, in line with the creative curriculum topic.