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## HISTORY POLICY STATEMENT

This policy outlines the teaching, organisation and management of History taught and learnt at Stokes Wood Primary School. The implementation of the policy is the responsibility of the teaching staff. The responsibility for monitoring and review rests with the History co-ordinator and Head teacher.

"History is an essential part of what makes us human. Other creatures cannot consciously discover their past, remember or use it to build different futures. Humans can and should. In helping children be historians schools are engaged in a central task of human education."  
ref. Aims of School History, D. W. Sylvester ex. H.M.I. History

"History is our actual record of what has happened and our means of gathering, analysing and interpreting that record. History is both a body of knowledge and a process.

A broad balanced History curriculum contributes to an appreciation of the significance of human achievements and aspirations and foster a respect for peoples irrespective of background."  
ref. L.A. Guidelines for History.

## AIMS

### 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.

In our curriculum, History is taught either within an integrated topic approach or as a discrete subject.

**To teach History, we use a range of resources:**

Texts, artefacts, videos, DVDs, photographs, ICT, school trips, guest speakers or actors.

**Key stage 1**

Pupils will 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. 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. Some should be used to compare aspects of life in different periods
- 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.

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.

### History Topics

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Events beyond living memory that are significant nationally or globally.</p> <p>Great Fire of London and Samuel Pepys.</p> <p>Guy Fawkes and Bonfire night.</p>	<p>The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods.</p> <p>Victorians - Queen Victoria, Florence Nightingale, Mary Seacole and Emmerline Pankhurst.</p> <p>Own locality -school trip to Beaumanor Hall</p>	<p>Changes in Britain from the Stone Age to the Iron Age.</p> <p>Skara Brae</p>	<p>Roman Empire and its impact on Britain. Roman culture.</p>	<p>A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.</p> <p>World War II</p>	<p>A Non-European Society that provides contrasts with British History- One study chosen from: Early Islamic Civilization, including a study of Baghdad AD900; Mayan Civilization AD900; Benin (West Africa) AD900-1300.</p> <p>Mayan Civilization</p>
		<p>A local history study. A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.</p> <p>King Richard III and the Battle of Bosworth.</p> <p>Plague.</p>	<p>The Achievements of the earliest civilizations- an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; the Shang Dynasty of Ancient China.</p> <p>Ancient Egypt</p>	<p>The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</p>	

Significant historical events, people and places in their own locality. King Richard III	Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national Life	Ancient Greece - a study of Greek life and achievements and their influence on the western world.		Britain's Settlement by Anglo-Saxons and Scots	
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### ASSESSMENT AND RECORDING

There will be many occasions on which children can show their knowledge and understanding and how they can use their developing skills in oral as well as written work.

Assessment for learning (AFL) opportunities are an integral part of the planning process. For example the children's progress can be noted during, discussions, role-play, discussions and presentations, craftwork and use of ICT etc., as well as in drawing and writing.

Each class teacher will keep individual records of children's progress in a manner that they find useful. Photographs and recordings (audio/visual) of the children's activities can be used to record achievement as well as folders and work books.

Each child's progress will be matched to the expectations of the 2014 National Curriculum and appropriate statement on Target Tracker.

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