

St Andrew's C of E Junior School History Policy

Vision Statement 2023 - 24

Introduction

This policy outlines the purpose, nature and management of the history taught and learnt in our school. The policy outlines the guiding principles by which this school will implement history in the National Curriculum.

Rationale

History should be concerned with stimulating the children's interest and understanding about the life of people who lived in the past. We aim for the children to develop a sense of identity and a cultural understanding based on their historical heritage. Children will be provided with opportunities to understand how events in the past have influenced our lives today; we also teach the children to investigate these past events and, by so doing, develop the skills of enquiry, analysis, interpretation and problem solving.

Aims for the teaching of history

At St Andrew's Junior C of E Junior School our intention is to provide quality teaching and learning in history. We aim:

- to promote an interest in the past
- to develop an understanding of events over time and in a chronological structure
- to learn about the roles that individuals and events have played in shaping modern society
- to develop an ability to investigate and interpret different versions of past events
- to learn to study historical evidence and to ask and answer questions about the past
- to develop the ability to communicate historical knowledge and understanding using a variety of techniques
- to encourage children to understand others, their beliefs, thoughts, values and experiences
- to develop an awareness of the world around them
- to develop an understanding of society and their place within it, in order to acquire a sense of their cultural heritage

- to develop a knowledge and understanding of historical development in the wider world

Attitude and skills

The children will develop skills of:

- empathy
- understanding, interpretation and evaluation of secondary and primary sources
- historical enquiry
- communicating history in a variety of ways
- research

The Role of the history co-ordinator is to:

- develop, evaluate and amend of schemes of work as and when necessary
- act as a consultant to colleagues on resources, visits, visitors, curriculum changes, classroom teaching and learning ideas
- monitor and evaluate pupils' work, pupils' views about the subject, displays and teachers' planning
- audit resources and ordering resources when needed
- inform staff of developments in history and cascade information to the rest of the teaching staff
- lead staff meetings as appropriate
- attend relevant specialist courses and advise others about relevant training

Key Stage 2

The National Curriculum Programme of Study at Key Stage 2 should continue to allow children 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. Children 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, 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.

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
- A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066
- 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
- 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 - one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300

Recording of History

Pupils are encouraged to record their work using a variety of methods and therefore communicate their findings to others. These may include written or verbal reports, charts, collage, models, pictures and role play activities. Examples of children's work will be retained to provide evidence of on-going history, including photographic evidence of displays, presentations, visiting speakers and historical/museum visits.

Classroom management

The history curriculum is evaluated regularly (using and adapting recommendations about pedagogy and clear lesson sequencing from The Historical Association) so that the best teaching and learning outcomes are achieved.

There are many different history abilities in each class. We ensure that each child is challenged as well as supported effectively so that they can reach their potential. Planning is monitored and reviewed regularly by the history co-ordinator.

Two areas of history are explored and studied by each year group. The local area study is attached to the Year 6 curriculum as a separate study focus.

Cross Curricular links in History

English

History contributes significantly to the teaching of english in our school by actively promoting the skills of reading, writing, speaking and listening. Some of the texts that are used in literacy lessons are historical in nature. Children develop their understanding through discussing historical questions and/or presenting their findings to the rest of the class. Opportunities are provided to develop children's writing ability by composing reports, recounts, instructions, letters and poems.

Mathematics

History teaching contributes to the teaching of mathematics in a variety of ways. Children learn to use roman numerals and numbers, when developing a sense of chronology through doing activities such as timelines. Children can produce graphs and diagrams.

ICT

We use ICT in history teaching where appropriate. Children use computing in history to enhance their skills in data handling and in presenting written work, and they research information using the internet. Each teacher ensures it is used as a teaching tool where appropriate, and provides meaningful learning opportunities for children to also use it.

It was so terribly cold. Snow was falling, and it was almost dark. Evening came on, the last evening of the year. In the cold and gloom a poor little girl, bareheaded and barefoot, was walking through the streets. Of course when she had left her house she'd had slippers on, but what good had they been? They were very big slippers, way too big for her, for they belonged to her mother. The little girl had lost them running across the road, where two carriages had rattled by terribly fast. One slipper she'd not been able to find again, and a boy had run off with the other, saying he could use it very well as a cradle some day when he had children of his own. And so the little girl walked on her naked feet, which were quite red and blue with the cold. In an old apron she carried several packages of matches, and she held a box of them in her hand. No one had bought any from her all day long, and no one had given her a cent.

Shivering with cold and hunger, she crept along, a picture of misery, poor little girl! The snowflakes fell on her long fair hair, which hung in pretty curls over her neck. In all the windows lights were shining, and there was a wonderful smell of roast goose, for it was New Year's eve. Yes, she thought of that!

Personal, Social and Health Education (PSHE)

History contributes significantly to the teaching of personal, social, citizenship and health education. Children develop self-confidence by having opportunities to explain their views on a number of social questions such as how society should respond to poverty. They learn how to recognise and challenge stereotypes. They learn how society is made up of people from different cultures and start to develop tolerance and respect for others.

Assessment

Children's progress should be monitored through questioning, observation and learning outcomes through a variety of mediums. Teachers will make judgements at the end of each history topic assessing whether a child is working towards, meeting, exceeding or mastery in the lower keystage 2/upper keystage 2 indicators. The history co-ordinator will keep a copy of assessment data. The assessment data will be used to inform teachers and future planning.

Marking

Feedback to pupils should be provided on their attainment against the objectives of history. Further critical thinking feedback will be provided to challenge high attaining children. Pupils are encouraged to improve their own learning performance through the school marking policy.

Monitoring and Evaluation

History will be monitored throughout the school by the history co-ordinator who will be responsible for gathering samples of curriculum work.

The history co-ordinator will also monitor history books and schemes of work to ensure the coverage and required depth of Programmes of Study that matches the needs and abilities of the pupils.

Lessons will also be monitored to help promote quality of learning and standards of understanding and achievement in history.

Inclusion

- we plan our classroom activities to challenge and involve all pupils appropriately, according to age and capability, ethnic diversity, gender and language background
- we are aware of different learning styles and the need to allow pupils to be able to work in their preferred learning styles for some of the time