

Stroud Green Primary School and Rainbow Nursery



Believe and achieve

Stroud Green Primary School, part of a richly diverse community, is a place where all children flourish in a safe, happy and stimulating environment.

History Policy

Policy Originator	Valerie Hines
Governor Responsible	Curriculum Committee
Status	Non-Statutory
Last reviewed	4 th July 2016
Ratified on	18 th July 2016
Review period	Summer 2018
Signed	

What is History?

The past influences all aspects of life. Learning about the past helps us to make sense of the world in which we live and how cultures influenced people's action. Each child has a personal history and each subject has an historical dimension. This is why the study of history enriches the entire curriculum.

History should be concerned with stimulating the children's interest and understanding about the life of people who lived in the past. It involves learning about the important episodes and developments in Britain's past from Roman to modern times, about ancient civilisations and the history of other parts of the world. We aim for the children to develop a sense of identity and a cultural understanding based on their historical heritage. We teach children 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.

Our aims in teaching History are:

- 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 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 other people, 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, so that they acquire a sense of their cultural heritage
- To develop a knowledge and understanding of historical development in the wider world

Attitude and skills

We also seek to encourage children to develop the following skills:

- Empathy
- Interpretation of secondary and primary sources
- Historical enquiry
- Communicating history dramatically, verbally and narratively
- Research

Promoting British Values

The History curriculum aims to promote British Values by enabling children to:

- Develop their self-knowledge, self-esteem and self-confidence
- Distinguish right from wrong and to respect the civil and criminal law of England
- Accept responsibility for their behaviour, show initiative, and to understand how they can contribute positively to the lives of those living and working in the locality of the school and to society more widely
- Acquire a broad general knowledge of and respect for public institutions and services in England
- Acquire an appreciation for and respect for their own and other cultures
- Encourage respect for other people
- Encourage respect for democracy and support for participation in the democratic processes, including respect for the basis on which the law is made and applied in England.

How do we teach History?

Foundation Stage

History in the Foundation Stage is taught under the umbrella of 'Knowledge and Understanding of the World' from the EYFS. The children are supported in developing the knowledge, skills and understanding that helps them to make sense of the world. The pupils are encouraged to talk about their families and past and present events in their lives. They are beginning to gain knowledge and understanding of the world through:

- Photographs
- Listening to stories and memories of older people
- Role play activities
- Discussing events in the past and their own personal lives
- Sequencing events to gain a sense of time

Key stage 1 Pupils will:

- develop an awareness of the past, using common words and phrases relating to the passing of time.
- know where the people and events they study fit, within a chronological framework identify similarities and differences between ways of life in different ages
- ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events.
- understand some of the ways in which we find out about the past and identify different ways in which it is represented.

To ensure the progression described above, teachers may introduce pupils to historical periods that they will study more fully at key stages 2

Pupils should be taught about:

- Changes within living memory
- 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

Key stage 2 Pupils will:

- 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.
- note connections, contrasts and trends over time and develop the appropriate use of historical terms.
- regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.
- construct informed responses that involve thoughtful selection and organisation of relevant historical information.
- understand how our knowledge of the past is constructed from a range of sources.

To ensure the progression described above, teachers will 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 will be taught about:

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 civilisations – an overview of where and when the first civilisations 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 civilisation, including a study of Baghdad c. AD 900; Mayan civilisation c. AD 900; Benin (West Africa) c. AD 900-1300

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 English lessons are historical in nature. Children develop oral skills through discussing historical questions or presenting their findings to the rest of the class. They develop their writing ability by composing reports and letters and through using writing frames.

Mathematics

The teaching of history contributes to children's mathematical understanding in a variety of ways. Children learn to use numbers when developing a sense of chronology through activities such as creating time lines and through sequencing events in their own lives. Personal, Social and Health Education (PSHE) and Citizenship History contributes significantly to the teaching of personal, social and health education and citizenship. 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 and homelessness. They discover how to be active citizens in a democratic society by learning how laws are made and changed, and they learn how to recognise and challenge stereotypes, and to appreciate that racism is a harmful aspect of society. They learn how society is made up of people from different cultures, and they start to develop tolerance and respect for others.

Computing

Computing enhances our teaching of history, wherever appropriate. The children use Computing in a variety of ways, such as word-processing and researching information and handling data.

Personal, Social and Health Education (PSHE) and Citizenship

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Equal Opportunities

All pupils will have equal opportunity to reach their full potential across the history curriculum regardless of their race, gender, cultural background or ability. Class teachers will be responsible for planning activities that are differentiated and suitably challenging to meet the needs of all children, enabling access to all to the study of history.

Assessment, Recording and Reporting

Learners are formatively assessed continuously in History by teachers in the course of their teaching, through observation, questioning and analysis of work. Summative assessments are made at the end of each year. It is the responsibility of the class teacher to assess the progress of individual learners. Feedback to pupils is through discussion and the marking of work. It is important that learners are involved in the assessment of their work as this helps them to understand their own strengths, needs and future targets for development. Children's progress and achievements will be reported to Parents/Carers at the end of the school year.

Monitoring and Evaluation

History will be monitored throughout the school by the History Subject Leader who will be responsible for gathering samples of curriculum work.

The History Subject Leader will also monitor history books and schemes of work to ensure that the Programmes of Study are being effectively taught and match the needs and abilities of the pupils.

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