

The Grange Primary School

History Policy

2020

Subject team:

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Aims and Objectives

The aim of History at The Grange Primary School is to stimulate the children's interest and understanding about the life of people who lived in the past. We teach children a sense of chronology, and through this they develop a sense of identity and cultural understanding based on their heritage. Children are able to understand how events in the past have influenced our lives today and influenced the way our British values have been formed. Children investigate past events and society, and therefore develop the skills of enquiry, analysis, interpretation and problem solving.

The aims of History in our school are:

1. To inspire pupils' curiosity to know more about the past.
2. To help pupils to understand the complexity of people's lives, the processes of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time.
3. To know and understand the history of the United Kingdom 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.
4. To understand that knowledge of the past is based on evidence and that evidence helps us to piece together a picture of the past.
5. To understand the different 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.
6. To give the children a general knowledge covering different aspects of local, British and world history.
7. To gain a historically grounded understanding of abstract terms in order to enrich and broaden their historical vocabulary.

8. To gain historical perspective by placing a 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.
9. To learn about significant historical events, people and places in their own locality.

Intent and Implementation of History

We plan our History curriculum in accordance with the National Curriculum guidance and objectives for Key Stages 1 and 2 in conjunction with the development matters framework statements for early years pupils. We recognise the importance of pupils' all-round personal development and the leading role that History plays in contributing to the social, emotional and academic elements. We ensure that the skills and knowledge studied in History builds upon prior learning. Opportunities for all children to develop their skills and knowledge are provided in each year group. The planned progression offers the children an increasing challenge as they progress through school.

The Grange Primary School's Foundation Curriculum document has been developed to map out the progression and learning for each foundation subject. The History section details the year group specific coverage through an overarching key question followed by auxiliary questions to form an enquiry based topic (see Appendix 1). Staff use this to inform their year group's long, medium and short term planning as follows:

Teaching and Learning Style

History teaching focuses on enabling children to think as historians. We place an emphasis on examining historical artefacts and primary resources. Teaching should equip pupils to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. We encourage visitors and workshops to come into school and talk about their experiences and interpretations of events in the past. A range of strategies are used to stimulate children's interest in the past. Multi-sensory learning promotes this interest through immersive learning and environments. Effective use of resources such as artefacts, videos, computing resources, and also opportunities for experimental

learning, supports the teaching and learning and understanding of historical events.

We recognise that children are widely different in abilities in history and we seek to provide suitable learning opportunities for all children by matching the challenge of the task, to the ability of the child. We achieve this by:

- Setting common tasks which are open ended and can have a variety of responses.
- Setting tasks varying in difficulty. Through chilli challenges children are encouraged to choose their own level of challenge.
- Grouping children using the KAGAN method so that there are mixed abilities of children on tables to offer peer critique and mentoring. Kagan promotes a cooperative and actively engaged teaching and learning style.
- Providing resources of different complexity depending on the ability of the child.
- Using learning assistants to support children individually or in groups.

Teaching Strategies

Should include:-

1. Enquiry - Ask questions
Collect and record information
Select and organise
Present results
2. Time - Use time words, e.g. ancient, modern, AD, BC etc.
Sequencing events - Chronology
Time lines
3. Change - Rates of change
Compare changes occurring at different times but
also at

the same time but in different places in the world

4. Difference - Consider different features of the past
Extract information from a range of sources or
through drama and role play
5. Sources - Use a range of sources – both primary and secondary
and have an understanding of examples of each

History Curriculum Planning

We approach the teaching of history through topic work taken from the National curriculum to further engage children's interests in history. Teachers make sure that they cover the key skills using the skills assessment statements and keep an assessment record of these skills. This enables the consecutive teacher to use this information to build on and develop children's knowledge and skills, and show progression. We are developing a key thread throughout school this year by investigating what it was like to be a child in each time period studies in order to make the learning process more purposeful to our pupils.

We carry out curriculum planning in three phases; long term, medium term and short term. The long term planning uses the National Curriculum objectives to ensure full coverage through EYFS, KS1 and KS2. The medium term plan details the objectives taught in order to explore and answer the auxiliary and key questions. The short-term plan specifies the sequence of learning of each lesson. The class teacher outlines activities and provision made children achieve these.

Equal Opportunities/Differentiation

All children are offered a curriculum appropriate to their abilities, which builds upon prior knowledge. It is up to the teacher to differentiate the activities and provide extension work or added support so that all children may enjoy the learning process.

Assessment

We assess children's work in history by using carefully devised assessment statements, children use these in books to self-assess and the teacher uses the

statements to decide if the child is 'Emerging', 'Developing' or 'Secure' at the assessed skill. This is then recorded on Otrack.

British Values.

Through the study of British history, pupils at our school are taught to understand the different periods in our history in a chronological order. This takes place in both KS1 and KS2 with cross-curricular work also linked to the study of specific periods in British history, which underpins notions of our shared heritage, values and traditions.

Communication

Communication is represented in numerous ways within History. During lessons, pupils use communication skills to role-play and during opportunities for using reasoning and enquiry skills to piece together evidence about the past.

Resources

All history resources are kept in a centralised area, separated into topics. Resources include artefacts, books, photos etc. Teacher resources are also stored in this area. In addition to this, the history team has compiled a list of useful websites to access historical information.

Teachers have also been given a list of resources to hire and workshops available to book (from the local museum service) to enhance teaching and learning.

Monitoring and Review

Monitoring of the standards of children's work and the quality of teaching in history is the responsibility of the history subject team.

This is done by:

- Learning walks
- Book scrutiny
- Pupil interviews

The work of the history subject team also involves supporting colleagues in the teaching of history, signposting and relevant CPD, being informed about current developments in the subject and providing a strategic lead and direction for the

subject in the school. The history subject team liaises with the head teacher. They evaluate the strengths and weaknesses in the subject and indicate areas for further improvement. The history subject team has specially allocated time – half day per term (if needed) – in which to fulfil this role, by reviewing samples of children’s work, pupil interviews, working on the action plan and scrutinising planning (if needed).

Signed:

Date: September 2020

Next Review: September 2022 (earlier if there are any changes)

Appendix 1

The new History coverage at TGPS focuses on how history has impacted our lives today.

Year group	Time period/ NC Focus	Key question	Auxiliary questions	Black history	Local Study
FS1	<p>30-50 months</p> <ul style="list-style-type: none"> - Remembers and talks about significant events in their own experience. - Shows interest in the lives of people who are familiar to them. 	What has happened?	<ol style="list-style-type: none"> 1. What events have I experienced? (christmas, birthdays etc.) 2. Who is in my family? 	<p>Things that make us unique - Knows some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends or family. (30-50mths)</p>	-
FS2	<p>Early learning Goal Children talk about the past and present events in their own lives and in the lives of family members. They know that other children don't always enjoy the same things, and are sensitive to this. They know about the similarities and differences between themselves and others, and among families, communities and traditions.</p>	How do things around me change?	<ol style="list-style-type: none"> 1. How have I changed since I was a baby? 2. Why do we wear different clothes during the year? 3. What are our favourite celebrations each year? 	<p>Johnson Lee Iverson - in 1999 he became the first African-American ringmaster of a major U.S. circus at the age of 22.</p>	-

1	Changes within living memory.	How have toys changed over the last 50 years?	<ol style="list-style-type: none"> 1. What were toys like 50 years ago? 2. What were toys like 30 years ago? 3. What are toys like today? 	Global Significance – Rosa Parks – who broke the segregation rules in America.	Ashby – changes to the local high street within 50yrs.
1	Events beyond living memory that are significant nationally or globally	How did the Great Fire of London change London?	<ol style="list-style-type: none"> 1. What was London like before the GFOL? 2. Why did the GFOL cause so much destruction? 3. How did London change as a result of the GFOL? 		
2	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	How have these significant individuals helped to improve hospitals?	<ol style="list-style-type: none"> 1. Who are the significant individuals that influenced the changes in hospitals and nursing? 2. What were the significant improvements made? 3. How, if at all, were these significant individuals awarded/remembered? 	Significant individual achievements – Mary Seacole - went to help soldiers in the Crimean War.	Amy Johnson (Hull) & Aviation heritage NLINCS)
2	Significant historical events, people and places in their own locality	How has travel changed over time?	<ol style="list-style-type: none"> 1. What was travel like 40 years ago? 2. What was travel like 30 years ago? 3. What is travel like today? 		

3.	Pre-History	How did daily life change in Britain from the Stone Age to the Iron Age?	<ol style="list-style-type: none"> 1. What was life like in the Stone Age? 2. What key changes occurred moving from the Stone Age to the Iron Age? 3. What are the key differences between life in the Stone Age and the Iron Age? 	Nelson Mandela - the first black South African President. He spent 27 years in prison for trying to change things	Link Iron age to modern day (steel works)
3.	The achievements of the earliest civilisations	<p>What were the earliest civilisations ? (overview of Ancient Sumer; The Indus Valley; Ancient Egypt; with a focus study on The Shang Dynasty of Ancient China)</p>	<ol style="list-style-type: none"> 1. When and where did the Shang live? 2. What do the contents of Fu Hao's tomb tell us about Shang life? 3. How important was Fu Hao and the items found in her tomb? 		
4.	Romans	How did the Roman Empire impact Britain?	<ol style="list-style-type: none"> 1. How did the Roman Empire grow so quickly? 2. At the Roman empire's peak how did it affect Britain? 3. What led to the fall of the Roman Empire in Britain? 	Martin Luther King Jr. - American Christian minister and activist who became the most visible spokesperson and leader in the Civil Rights Movement	<p>Geography Local links – Ermine Street A15</p> <p>Lincoln</p>

4.	A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066	What legacy did the Romans leave us with?	1. How did the Roman Empire's fall have a lasting impact on Britain? 2. How has Roman culture influenced culture in the UK today?		
5.	Anglo-Saxons and the Scots	How did England change during the settlement of the Anglo-Saxons?	1. What key events lead to England being unprotected in the 5 th century? 2. How was Anglo-Saxon England ruled after the settlement of the Angles, Jutes and Saxons? 3. Who were the Picts and the Scotti?	George Washington Carver –born as a slave in Missouri, America. He became an agricultural scientist and inventor.	Anglo Saxon settlements in Lincolnshire. Near Louth.
5.	Ancient Greeks	What was the greatest achievement of the Ancient Greeks?	1. What lasting impact did the archaic period have on future traditions across the world? 2. How did Greece have an impact on modern culture? (art, theatre, architecture etc.)		NA
6	Vikings vs Saxons	Who won the struggle for power?	1. How did Anglo Saxon life change after the arrival of the Vikings? 2. How did Britain fight back? 3. Why were the Vikings so successful in	Alice Coachman - was an African American athlete.	Local link to village names –by –Thorpe York - Jorvik

			raiding and trading?		
6	Ancient Maya	Who were the Mayans?	<ol style="list-style-type: none"> 1. What was it like living in ancient Maya? 2. How important was land and farming to the Mayan civilisation ? 3. What happened and what remains? 		NA

Within each time period children are to be taught/ investigate what things would've been like for children during these times. This will create a running thread through the whole school and also enrich the children's knowledge and understanding and gain cultural capital.

ALL year groups should still cover the following annual events at the appropriate times of year, following the school calendar. This provides opportunities for class assemblies, debates and discussions.

1. Remembrance
2. Guy Fawkes
3. Women's history month
4. Black history
5. VE day