



LONG SUTTON COUNTY PRIMARY SCHOOL HISTORY POLICY

Introduction

This policy outlines the teaching, organisation and management of History taught and learnt at Long Sutton County Primary School. We believe that History is the tool of learning and communication and is about people and their development over a period of time. It is essential to our understanding of the growth of the modern world. Skills developed through the study of History are applicable to everyday life.

This policy relates to children in Key Stage 1 and 2. Children in the Foundation Stage will follow the Early Learning Goals which can be found in the EYFS policy. This document is intended for all teaching staff and non-teaching staff, the school Governors, parents, inspection teams and LEA.

Our 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

Curriculum Entitlement

History is a foundation subject in the National Curriculum and it will be taught as part of a topic-based curriculum. The teaching of History will depend on the topic, each half term, for different year groups. History objectives have been organised into various themes to make children's learning relevant and interesting. This will also enable children to be given the opportunity to apply their historical skills and knowledge in other areas of the curriculum. History will usually be taught for an hour a week during the half terms that it is a focus in the topic, but timings are flexible as long as all objectives are covered throughout the year.

In Key Stage One 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

In Key Stage Two 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 the Anglo-Saxons and Scots
- the Vikings 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 achievement of the earliest civilizations – an overview of where and when the first civilizations appeared and an in depth study of one 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

Special Educational Needs

All children are entitled to access the History curriculum at a level appropriate to their needs. Thus, differentiated work is maintained to allow for all children to work at their appropriate level. If a child has a special need, our school does all it can to meet their individual needs. We comply with the requirements set out in the SEN Code of Practice in providing for children with special needs.

Resources

The school has a varied selection of history resources available and they include reference books for children, teacher resource books, photo & picture packs, limited artefacts, and newspapers. A full resource list is available on request from the History Leader. The school library has a good selection of children's history books which staff and children are both encouraged to borrow.

Assessment and Recording

Each class teacher is responsible for the recording, assessing and reporting the progress of each child in their class. Children's work is kept in their topic book, and teacher assessments are mainly formative with assessment for learning taking place. Teacher assessment is based on observation, discussion and marking of the child's work (in line with the school's Marking and Feedback Policy). Reporting to parents occurs annually with a written report and through twice yearly meetings.

Review

The Headteacher, Subject Leader and Governing Body will review this policy every two years in consultation with staff.

Written – May 2017

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Emma Nichols
History Subject Leader