



# LAYFIELD PRIMARY SCHOOL

History Policy

February 2018

## Introduction

This policy reflects Layfield Primary School's values and philosophy to the teaching and learning of History. A high-quality history education will help pupils gain a coherent knowledge and understanding of Britain's past and that of the wider world which should inspire pupils' curiosity to know more about the past. Teaching should equip pupils to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. History helps pupils to understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity within modern Britain.

We recognise that all children have rights. The following Articles from the United Nations Convention on the Rights of the Child are particularly relevant to this policy:

**Article 13** (freedom of expression) Every child must be free to express their thoughts and opinions and to access all kinds of information, as long as it is within the law.

**Article 14** (freedom of thought, belief and religion) Every child has the right to think and believe what they choose and also to practise their religion, as long as they are not stopping other people from enjoying their rights.

**Article 17** (access to information from the media) Every child has the right to reliable information from a variety of sources, and governments should encourage the media to provide information that children can understand. Governments must help protect children from materials that could harm them.

**Article 28** (right to education) Every child has the right to an education. Primary education must be free and different forms of secondary education must be available to every child.

**Article 29** (goals of education) Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures, and the environment.

**Article 42** (knowledge of rights) Governments must actively work to make sure children and adults know about the Convention.

## Aims

Through our teaching of history we aim to-

- To foster in children an interest in the past and to develop an understanding that enables them to enjoy all that History has to offer;
- To enable children to know about significant events in British history, and to appreciate how things have changed over time;
- To develop a sense of chronology;
- To know and understand how the British system of democratic government has developed and in doing so to contribute to a child's citizenship education;
- To understand how Britain is part of a wider European culture, and to study some aspects of European history;
- To have some knowledge and understanding of historical development in the wider world;

- To help children understand society and their place in it so that they develop a sense of their cultural heritage;
- To develop in children the skills of enquiry, investigation, analysis, evaluation and presentation and local area.

#### We also hope to

- Teach children to learn to value their own and other people's cultures in modern multicultural Britain. By considering how people lived in the past, they are better able to make their own life choices today.
- Develop thinking skills
- Promote awareness and understanding of spiritual and moral issues.
- To stimulate the children's interest and understanding about the life of people.

#### Expectations

During the Foundation Stage, children in Nursery and Reception will work towards the historical aspects of the Early Learning goals for Knowledge and Understanding of the world.

#### Key Stage 1 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 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 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 2 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

#### Programmes of Study

History is a National Curriculum foundation subject with designated programmes of study.

History 2015

Layfield Primary School

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The programmes of study for both Key Stage 1 and 2 are based on-

- Being a Historian.
- Historical Content

### Teaching and learning style

Children are taught in their normal class group for history and classroom organisation will depend on the needs and abilities of the pupils and also on the aims of the lesson. In planning history work teachers are mindful of the ways in which pupils learn. The teaching of history reflects different teaching and learning styles to ensure full inclusion such as whole-class lessons, group, paired and individual work and we combine these with enquiry-based research activities.

### Planning In our school

We plan History to ensure the aims and objectives set out in the National Curriculum are covered. Learning activities should be sequenced to ensure progression and continuity throughout the school.

Children demonstrate their ability in history in a variety of different ways. Teachers will assess children's work through a combination of formal and informal tasks, by making informal judgements during lesson, discussions, question and answer techniques and observation. On completion of a piece of work, the teacher assesses the work by marking and commenting as necessary and uses this information to plan future learning. Written or verbal feedback is given to the child to help guide his or her progress.

### Resources

Resources form an important part of curriculum delivery. Access to resources is sometimes a determining factor in classroom organisation. As part of their history work, all pupils have opportunities to use ICT, analyse artefacts and use topic books.

Children also have the opportunity to take part in history related visits to further their knowledge and understanding of their topic area.

### The Role of the subject leader

- To undertake monitoring of standards in history and use this to inform the history action plan.
- Provide leadership and management of their subject to secure high quality teaching and learning.
- Play a key role in motivating, supporting and modelling good practice for all staff.
- Take a lead in policy development and review
- To liaise with outside agencies and attend subject specific courses.
- To report to the Head teacher and Governing Body on history-related issues.
- To plan and organise the allocation and purchase of resources in accordance with available budget.

### Monitoring and Evaluation

Monitoring and evaluation is carried out on a number of levels to enhance the teaching and learning of history in our school. Class teachers, TA's, History Co-ordinator and Head teacher each take an active part in monitoring the teaching of History as well as the progress children are making.

The History co-ordinator will use a range of methods, including, -

Assessment of pupils' work and achievement, work analysis, planning analysis and staff discussion and feedback.

### Equal Opportunities

We are committed to providing equal opportunities for everyone. We value the diversity of individuals within the school and beyond, and do not discriminate. Learning to live and work together, and respect each other is encouraged throughout the school.

### S.E.N

Work will be differentiated appropriately and, where necessary the child may have the support of a TA or classroom helper. Everything should be done to avoid highlighting the disabilities of a particular child. Support may be especially necessary during field study activities.

### Health and Safety

Before any field study, a risk assessment will be carried out and submitted in accordance with the schools and Education Authorities guidelines.