
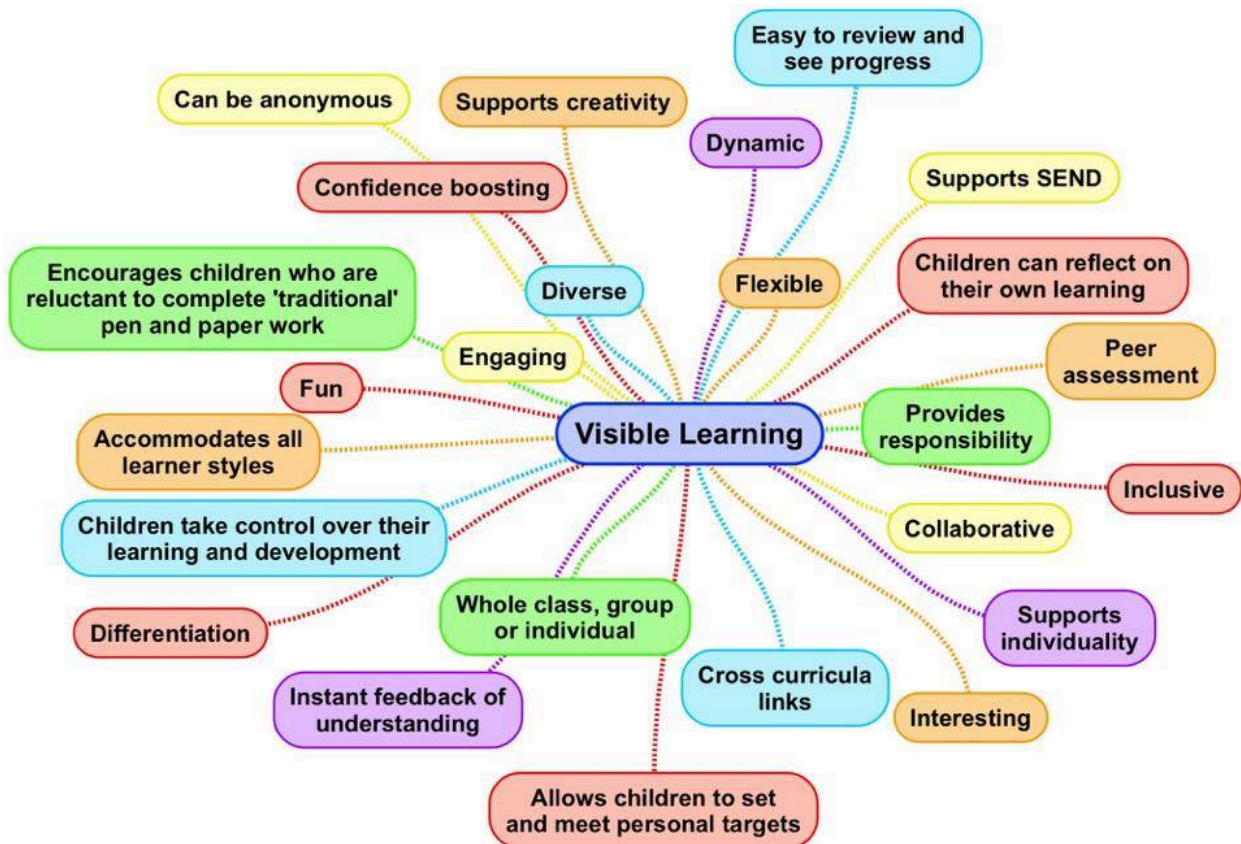


# HISTORY POLICY

	Name of School	Whybridge Junior School
	Policy review Date	1 <sup>st</sup> September 2018
	Date of next Review	31 <sup>st</sup> August 2019
	Who reviewed this policy?	Miss Hayley Thomas

## Our teaching pedagogy is rooted in **VISIBLE LEARNING**





## **MISSION STATEMENT:**

We wish children to have the opportunity to view history through a range of mediums and experiences in order to encourage them to form their own views about the past. Children should have the opportunity to touch and experience the past in enjoyable ways that encourage learning.

## **INTRODUCTION:**

A high-quality history education will help pupils gain a coherent knowledge and understanding of Britain's past and that of the wider world. It 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 and the challenges of their time.

## **New Curriculum Attainment Targets**

Pupils should be taught about:

- changes in Britain from the Stone Age to the Iron Age

### **Examples (non-statutory)**

This could include:

- late Neolithic hunter-gatherers and early farmers, for example, Skara Brae
- Bronze Age religion, technology and travel, for example, Stonehenge
- Iron Age hill forts: tribal kingdoms, farming, art and culture
- the Roman Empire and its impact on Britain

### **Examples (non-statutory)**

This could include:

- Julius Caesar's attempted invasion in 55-54 BC

- the Roman Empire by AD 42 and the power of its army
- successful invasion by Claudius and conquest, including Hadrian's Wall
- British resistance, for example, Boudica
- 'Romanisation' of Britain: sites such as Caerwent and the impact of technology, culture and beliefs, including early Christianity
- Britain's settlement by Anglo-Saxons and Scots

### **Examples (non-statutory)**

This could include:

- Roman withdrawal from Britain in c. AD 410 and the fall of the western Roman Empire
- Scots invasions from Ireland to north Britain (now Scotland)
- Anglo-Saxon invasions, settlements and kingdoms: place names and village life
- Anglo-Saxon art and culture
- Christian conversion – Canterbury, Iona and Lindisfarne
- the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor

### **Examples (non-statutory)**

This could include:

- Viking raids and invasion
- resistance by Alfred the Great and Athelstan, first king of England
- further Viking invasions and Danegeld
- Anglo-Saxon laws and justice
- Edward the Confessor and his death in 1066
- a local history study

### **Examples (non-statutory)**

- a depth study linked to one of the British areas of study listed above
- a study over time tracing how several aspects of national history are reflected in the locality (this can go beyond 1066)
- a study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality
- a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066

### **Examples (non-statutory)**

- the changing power of monarchs using case studies such as John, Anne and Victoria
- changes in an aspect of social history, such as crime and punishment from the Anglo-Saxons to the present or leisure and entertainment in the 20th Century
- the legacy of Greek or Roman culture (art, architecture or literature) on later periods in British history, including the present day
- a significant turning point in British history, for example, the first railways or the Battle of Britain
- 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

### **AIMS:**



The aim of history teaching at Whybridge Junior School is to provide a fascination and enjoyment for history and help to achieve a life long interest in the past. We hope to stimulate the children's interest and understanding about the life of people who lived in the past and teach children to understand how events in the past have influenced our lives today; we also teach them to investigate these past events and, by so doing, to develop the skills of enquiry, analysis, interpretation and problem-solving. We teach children a sense of chronology, and, through this, they develop a sense of identity, and a cultural understanding based on their heritage. The study allows children to learn to value their own and other people's modern multi-cultural Britain and, by considering how people lived in the past, they are better able to make their own life choices today.

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



## **TEACHING & LEARNING:**

At Whybridge Junior School we focus on enabling children to think as historians. We place an emphasis on examining historical artefacts and primary sources. We realize the importance of using visual aids when teaching history and encourage children to handle artefacts and read stories to stimulate their interest in the past. We have a variety of programs available on the schools networked computers which also enable the children to research and visualize the past. In each key stage, we give children the opportunity to visit sites of historical significance and we encourage visitors to come into the school and talk about their experiences of events in the past. We focus on helping children to understand that historical events can be interpreted in different ways, and that they should always ask searching questions, such as 'how do we know?', about information they are given. We encourage children to become involved in debates and offer their views and opinions with confidence.

We recognise that children have a wide range of abilities in history in every class and we provide suitable learning opportunities for all children by matching the difficulty of the task to the ability of the child. We achieve this by:

- setting tasks which are open-ended and can have a variety of responses;
- setting tasks of increasing difficulty, some children not completing all tasks;
- providing resources of different complexity, depending on the ability of the child;
- using classroom assistants to support children individually or in groups.
- grouping children in a number of ways including mixed ability and ability based and setting different tasks for each group.

## **ASSESSMENT:**

Class teacher to assess pupils termly on SIMS as to whether they are emerging, developing, secure or mastering the expectations set for that topic.



### **TIME ALLOCATION:**

Whybridge Junior School has created a timetable which allows teachers to teach Humanities for 2 hours every fortnight.

### **SEND PUPILS AND INCLUSIONS:**

At our school we teach geography to all children, whatever their ability. History forms part of the school curriculum policy to provide a broad and balanced education to all children. Through our Humanities teaching we provide learning opportunities that enable all pupils to make progress. We do this by setting suitable learning challenges and responding to each child's different needs. Assessment against the National Curriculum allows us to consider each child's attainment and progress against expected levels.

When progress falls significantly outside the expected range, the child may have special educational needs. Our assessment process looks at a range of factors – classroom organisation, teaching materials, teaching style and differentiation – so that we can take some additional or different action to enable the child to learn more effectively. This ensures that our teaching is matched to the child's needs.

Intervention through SEND may include as appropriate, specific targets relating to history.

### **COMPUTING OPPORTUNITIES:**

Information and communication technology enhances our teaching of history, wherever appropriate, in all key stages. We more than meet the statutory requirement for children to use Computing as part of their history work in Key Stage 2. The children use ICT in a variety of ways, such as word-processing, finding information on the Internet, using the variety of topic based software available and presenting information through PowerPoint. They can also use interactive timeline software, and they can make creative use of the iPads to record photographic images. They are able to use newsreels to understand the use of propaganda in the past and public opinion at the time. They can also e-mail children in schools abroad.

### **SPIRITUAL, MORAL, SOCIAL AND CULTURAL DEVELOPMENT:**



In our school we are committed to developing pupils' spiritual, social and cultural awareness. History will make its particular contribution to the pupils' complete learning experience by considering the past and how people lived with one another. By considering different cultures and traditions of the past pupils will be able to compare with modern day society. We also provide children with the opportunity to discuss moral questions, or what is right and wrong, for example punishments and Britain's involvement in WW2.

### **CROSS CURRICULAR OPPORTUNITIES:**

#### **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 we use in the Literacy Hour are historical in nature. Children develop oracy 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. Children also learn to interpret information presented in graphical or diagrammatic form.

### **PHSEE 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.





## **CURRICULUM PROGRESSION:**

The scheme of work has been planned to ensure the children make progression throughout the year and throughout KS1 and KS2. Lessons have been planned so that children learn the basics and then continue to develop their skills.

## **MONITORING:**

The coordination and planning of the history curriculum are the responsibility of the subject leader, who also:

- supports colleagues in their teaching, by keeping informed about current developments in history and by providing a strategic lead and direction for this subject;
- gives the head teacher an annual summary report in which s/he evaluates the strengths and weaknesses in geography and indicates areas for further improvement;
- uses specially allocated regular management time to review evidence of the children's work, and to observe history lessons across the school.