

CONSULTATION PROCESS FOR POLICIES

Name of School: Red Oaks Primary School

Name of Policy: History

School Community	Evidence	Date
Governors		
Teaching Staff	Emily Morgan	January 2021
Non Teaching Staff		
Parents/Carers		
Pupils		

Named Governor:

Named Member of Staff: Emily Morgan

Date Adapted: Jan 2021

Review Date: Jan 2022

Red Oaks Primary School

History Policy

Philosophy

History is all about people, cultures and places of the past and how we know about them. History teaching enables pupils' curiosity about Britain and the Wider World's past to be unravelled. Pupils are able to consider how the past influences the present, what past societies were like, the influence and organisation of politics of the past and how different beliefs influenced actions of the past. Pupils see the diversity of the past and can understand more about themselves as individuals and members of society. In history, pupils find evidence, weigh it up and reach their own conclusions. '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.' (National Curriculum 2014)

Aims

Alongside the requirements of the National Curriculum 2014, we at Red Oaks Primary School aim for the pupils to:

- 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.

Children will learn through an enquiry approach. They will ask questions (wonderings) at the beginning of the unit and will aim to answer these throughout the duration of their learning.

Teaching History at Red Oaks

We give children the opportunity to think of themselves as historians. Children are given access to historical artefacts, primary sources and trips to historical sites of interest. We regularly encourage visitors to the school to talk about their own experiences. This also enables children to question and investigate members of the community. Through the use of role play and costumes, staff are able to bring subjects to life as well as children empathising with people of the past.

As Red Oaks Primary School has an enquiry based curriculum, history and the other foundation subjects are taught in a cross curricular way through a yearly cycle of units which are planned using the 'wonderings' generated by the children. Each year group cover different historical eras which incorporate the teaching and learning of a variety of historical skills which have been broken down into year groups. These units are primarily taught in chronological order. Where units are not taught in chronological order, children are made aware of where the historical event or era fits within a timeline of events. Every year group must follow the history progression map to ensure the key knowledge and skills needed are being taught throughout the correct key stages. Each year group also carries out a different study into an area of local history where the children have the opportunity to find out about the place and community in which they live. Once a year, Red Oaks also celebrates Black History month where the children have the opportunity to learn about influential people from Black History as well as about different cultures.

Children at Red Oaks Primary School are given a sense of ownership over their work. Ways of developing this include:

- Opportunities to ask questions and wonder about a particular subject area
- Setting common tasks which are open ended and can have a variety of responses
- Setting tasks with different degrees of difficulty
- Providing resources to enable children to question and investigate
- Use of ICT to stimulate research, interest and investigation
- Asking 'how do we know?' to stimulate further responses

Foundation Stage History Teaching

In the Foundation Stage, history is taught under the umbrella of knowledge and understanding of the world. This is taught through children investigating their own past and their family's past and discovering the meaning of old and new in the context of artefacts and things that are familiar to them. All children have access to the role play corner, which may have a history focus depending on the topic being taught.

Skills

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 [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries]
- 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 [for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell]
- Significant historical events, people and places in their own locality.

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 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 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

The above skills are then split into year groups so that different skills are covered as the children progress through each key stage. The children have these skills in their enquiry books so that they can identify the historical skill they are working on at the beginning of each lesson.

This knowledge and key skills have been broken down into more detail and each year group has an individual history progression map which they must follow.

Assessment

Informal assessment of historical understanding will take place on a lesson to lesson basis in the form of questioning and observations. This will be an important tool in diagnosing strengths and weaknesses and planning future work. Teachers' lesson planning should show evidence of both formal (through written work evidence) and informal assessment during history based lessons. History lessons will include both the teaching of knowledge and skills. At the beginning or end of each history lesson, the key skill or skills covered in that lesson will be highlighted off to show coverage. In KS1, this will be carried out by the class teacher-one per year group. In KS2, the children have individual skills sheets at the front of their books that they will highlight off themselves after discussions with the class teacher.

Assessment strategies and record keeping will be in line with the assessment policy and record keeping. At the end of each unit, the class teacher will complete an evaluation with the children. They will identify the areas of history that have been covered, what the children have learned, what they have enjoyed and what they would change. The class teacher will also identify children who are working towards the expected standard and those who are working at greater depth and record these on the evaluation.

The History subject leader and foundation subject leader will be responsible for monitoring the planning, scrutiny of work and observations of history throughout the school, including evidence of work, displays and end of unit evaluations.

Inclusion

In History teaching at Red Oaks, staff are aware of children's individual needs and how to best differentiate teaching and learning to enable access for all. This is done through adapting teaching to suit a variety of learning styles, often using a multi-sensory approach. Teachers consider classroom organisation and management strategies to ensure optimal access for all learners, including those with physical, sensory and/or learning needs. Teachers have access to specialist support for advice on strategies, target setting and assessment. All disabled pupils are included on the Red Oaks' Vulnerable Learner Database, and their progress is systematically recorded and monitored.

Red Oaks is a Dyslexia Friendly School and all teachers are aware of the Dyslexia Friendly Schools guidelines. The school has also achieved the Inclusion Quality Mark.