



KINETON GREEN PRIMARY SCHOOL

HISTORY POLICY

SEPTEMBER 2020
(Revise 2023)

Intent

Pupils' learning and development is at the heart of our school's curriculum.

Our intent is to create a safe, enjoyable and exciting community in which every person is valued and encouraged to explore their potential in an infinitely changing world.

Underpinning this are our values of respect, safety, trust, confidence and engagement in learning through a broad and balanced curriculum.

Purpose of study

History fires pupils' curiosity about the past in Britain and the wider world. Pupils consider how the past influences the present, what past societies were like, how these societies organised their politics, and what beliefs and cultures influenced people's actions. As they do this, pupils develop a chronological framework for their knowledge of significant events and people. They see the diversity of human experience, and understand more about themselves as individuals and members of society. What they learn can influence their decisions about personal choices, attitudes and values.

Through this curriculum, children will understand the similarities and differences between societies and cultures, and the impact of changes on people and place. In history, pupils find evidence, weigh it up and reach their own conclusions. To do this they need to be able to research, sift through evidence, and argue for their point of view – skills that are prized in adult life.

Through the teaching of history, Kineton Green Primary School aims to

- ensure staff and pupils enjoy engaging in historical discovery
- provide an opportunity to build on pupils' natural inquisitiveness by encouraging them to ask historical questions
- stimulate an interest in, and curiosity of, the past, helping pupils to develop a sense of identity by learning about the people and events which have had an impact on the development of the local area
- develop pupils' awareness of the past and of the ways in which it was different from the present
- help pupils to understand some of the ways in which they can find out about the past and begin the process of developing a chronological framework
- develop an independent approach to learning whilst engaging in pupils historical enquiries, by gathering, selecting and analysing a range of types of information
- encourage parents to take an active part in the processes of investigation and learning
- support the teaching of history by using interactive materials and ICT.
- make links between history and other subjects, embedding history into the curriculum

National Curriculum 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.

History within our curriculum:

History is one of the National Curriculum Foundation subjects. We aim to provide rigour, depth and appropriate coverage of the programmes of study, in order to ensure progression and continuity across the Key Stages.

History, alongside Geography, forms a major basis of the programme of termly topics and enhances the teaching and learning of both history and geography to develop children's cultural capital therefore allowing pupils' to draw upon their knowledge and skills to demonstrate a cultural awareness. Also, through skilful questioning all learning also encompasses Kington Green's five bees:

- Be a Lifelong Learner
- Be Safe and Healthy
- Be Confident
- Be Respectful
- Be Trustworthy and Honest

Early Years Provision:

History is taught as an integral part of topic work in the Foundation Stage and part of their knowledge and understanding of the world.

Key stage 1

Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in

different periods. They should use a wide vocabulary of everyday historical terms. They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. They should understand some of the ways in which we find out about the past and identify different ways in which it is represented.

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 2:

Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources.

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.

Cross Curricular Links:

Maths

- the passing of time
- chronological sequencing
- measuring using time lines
- recording
- interpretation/ analysis of data

Literacy

- vocabulary extension
- non-fiction reading and writing
- developing speaking and listening skills
- reporting
- labelling and caption writing
- study of documents
- research and note taking
- speaking and listening skills for example questioning, role play and drama

Science

- natural and man-made materials
- light and heat sources
- transport

Computing

- research using the internet and ICT based documents
- presenting information
- data collection
- making things happen (interactive programs)

Implementation

Teaching and learning

Pupils will be taught the skills, knowledge and understanding of past events, people and changes throughout the past. This can be taught through a class text or perhaps a historical figure. They will be taught about historical interpretation along with skills of historical enquiry. It is important that pupils have a secure chronological knowledge of historical events both locally and globally and are able to organise and communicate their understanding of this.

History should be taught at least once a week and can be incorporated within English lessons too. Opportunities to teach history through a class text will allow for a more enriching learning environment.

The medium term planning (see appendix 1) is the responsibility of the subject leader and is developed in conjunction with the English medium term planning developed as a whole

school curriculum approach to ensure a broad and balanced curriculum. This planning should include an overview of the topic that half term along with the main objectives to be taught, key vocabulary and questions that link to Kineton Green's five bees.

Short-term planning and classroom organisation are the responsibility of class teachers, in consultation with the subject leader where necessary. Teachers should consider different from and additional to resources when planning. As well as this, they must include their five bee questions within their planning to ensure that this is being taught effectively.

Impact

Formative and summative assessments

Assessment is an integral part of the teaching and learning process. Teachers should use the objectives set out on the medium term plan to ensure progress within the subject. Teachers are expected to complete an assessment at the end, or throughout the unit, to allow important information to be collected and analysed by the subject leader. This information will allow for next steps to be developed, ensuring that purposeful learning is carried out and progress is being made by all pupils inclusive of SEND and pupil premium.

Safety

All activities both within and beyond the classroom will comply with the guidelines in the schools' Health and Safety Policy. Pupils are expected to behave in a considerate, responsible manner, showing respect for artefacts, other people and the environment. All adult helpers on visits and field trips are fully briefed as to the learning objectives of the project and the extent of their responsibility.

Resources

Children will have the opportunity to use a range of resources:

- artefacts which can be acquired from The Birmingham Museum of Art.
- timelines
- pictures
- photographs
- documents
- books
- ICT

Resources for History are stored in a central area, together with those for Geography. Each history topic has an individual resource box that is labelled. It is each teacher's responsibility to ensure resources are returned to this area after use. Resources are frequently supplemented by items brought in by staff. The subject leader will purchase additional resources, when possible, from the yearly allocation of finances. Any website resources or ICT based resources will be saved centrally on the school system for future reference.

Special Educational Needs.

Kineton Green School values all pupils and celebrates diversity of experience, interest and achievement. We believe that all children have a common entitlement to a broad and balanced academic and social curriculum. In keeping with our ethos and 'Five Bees' we believe that all children should be equally valued in school and strive to develop in an environment where all children can flourish.

This does not mean that we treat all children the same way, but will respond to each in ways which take account of their varied life experiences and needs. In line with the Special Educational Needs and Disabilities Policy staff will, using assessment, take into account pupils' strengths and barriers to ensure that learning opportunities are purposeful for all via the use of 'additional to' and/or 'different from' provision.

Refer to Special Educational Needs and Disabilities Policy for further details.

It is our school policy to provide equal opportunities in History and to sensitively meet the needs of all pupils regardless of age, gender, race or having a disability. All children are encouraged to explore all roles and activities and when possible, appropriate aids, staffing resources and arrangements are made available to support children with a special need. An additional to and different from approach to learning is now incorporated within the planning of geography. This ensures that all children are able to access the work no matter what their barriers to learning may be. This method of planning enables teachers to contemplate the needs of the children and produce work that support and scaffolds their learning of geography.

Equal Opportunities

The History curriculum follows the schools policy to allow equal access to benefits, facilities and services, to prepare all pupils to contribute positively to society, to develop respect and understanding, to encourage challenge of stereotypes, and to have high expectations of all regardless of social background, sex, ability or culture. We endeavour to ensure that historical characters studied are representative of both men and women, and that other cultures are addressed.

Opportunities for Developing Links with PSHE

History offers the opportunity to look at varying attitudes and values that may have changed over time for example, attitudes towards children in the home and school environments.

To support pupils' understanding of the world in which they live, the study of history will focus on people and societies with different beliefs, values and priorities. History is about investigating clues to the past in an attempt to explain why people acted as they did. It is about real people and real events. Within the history medium term planning there are specific PSD links highlighted.

Home/School Links

Parents/Carers are also welcomed to support children within the classroom environment and on visits and field trips. Additional history homework may be given. This tends to be in

the context of seeking information and resources to support classroom activities. Reports to parents should make reference to pupils' progress in the key elements.

The Role of the History subject leader

The role of the History subject leader is that of a subject manager, having responsibility for :

- planning and organising History throughout the school via Schemes of Work
- preparing and reviewing Policy for the teaching of History
- monitoring and evaluating the implementation of Policy and Planning through informal discussion at the planning stage, pupil interviews, work scrutiny and lesson observations.
- reviewing and revising mid-term plans
- overseeing the assessment and recording of pupils' progress in History
- monitoring standards, continuity and progression through pupil interviews, work scrutiny and lesson observations.
- providing guidance to teachers on content, methodology and resources
- auditing and organising resources
- maintaining a subject portfolio which represents range of ability
- attending relevant in-service training and disseminating information to other staff
- reporting and planning subject development annually via the School Improvement Plan
- liaison with the Headteacher

Appendix 1

TOPIC: Gods and Mortals History Focus		YEAR GROUP: 5	HALF TERM: Autumn 1	
Key Knowledge • NC History Children should be taught about Ancient Greece – a study of Greek life and achievements and their influence on the western world. This could include a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.		Key Vocabulary Historical: Ancient, BC, AD, centuries, a long time ago, now, then, myths, legends, gods, goddesses, mythology, empire, civilisation, rulers, Sparta, city, Athens, democracy (introduced in Year4), tyrant, slaves		
Cultural Capital Learn about historical figures including: Alexander the Great				
Key Questions linked to the 5 Bees				
Be Safe and Healthy The Ancient Greeks were able to stay fit and healthy. How did they do this? Is this similar or different to life today?	Be Confident What made the Ancient Greeks feel confident in themselves?	Be Trustworthy and Honest How were the citizens of Athens kept trustworthy and honest?	Be a Lifelong Learner How does the Ancient civilisation of Greece compare to The Roman Empire?	Be Respectful How did the Ancient Greeks show respect to their Gods? How similar or dissimilar is this to modern day?