

Streatham Wells Primary School

History Policy

At Streatham Wells School

We teach our children holistically, teaching the 'whole child' not just academically, but socially and emotionally, building strength of character, resilience and determination.

We empower our children to explore, learn and take risks through inspirational teaching delivered in a safe, nurturing environment. We challenge our children and each other to try things that haven't been done before, to be the very best we can.

This pioneering spirit is celebrated within our school. Pushing oneself and the boundaries in a safe environment creates a shared halo with our children, building within them a sense of discovery, inquisitiveness, adventure and integrity.

Our aims for teaching history at Streatham Wells are:

- ✓ To promote positive attitudes and enthusiasm for history
- ✓ To know and understand the history of Great Britain as a coherent, chronological narrative, from the earliest times to the present day
- ✓ To ensure the progressive development of historical concepts, knowledge, skills and attitudes
- ✓ To introduce pupils to what is involved in understanding and interpreting the past
- ✓ To know and understand how people's lives have shaped this nation, and how Britain has influenced and been influenced by the wider world
- ✓ To understand that the community and society in which they live in has been formed by developments in the past.
- ✓ To make connections between local, regional, national, and international history.
- ✓ To make links between cultural, economic, military, political, religious and social history.
- ✓ To develop an understanding of historical concepts e.g. continuity and change, cause and consequence, similarity, difference and significance, and use these to make connections, draw contrasts, analyse trends, structure historically-valid questions.
- ✓ To understand the various methods of historical enquiry
- ✓ To make connections to other subjects, for example links with Literacy and Art and Design.

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 be given the opportunity to 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.
- ✓ Celebration of Black History

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
- ✓ Local history
- ✓ Celebration of Black History

- ✓ 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.

Entitlement for our pupils

By the end of each Key Stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study. History is taught regularly as part of a half term topic, and is taught through a topic-based curriculum.

Planning

At Streatham Wells School, a long term curriculum map is in place across the school, outlining the different topics being covered across the phases. Medium term planning for each half term topic is planned within phases by the class teachers and then implemented according to the class teacher. Short term planning is completed by the class teacher, taking into account the learning skills required.

Key Stage 1: In planning, teachers ensure the progression through teaching about people, events and changes. Teachers are often introducing pupils to historical periods that they will study more fully at key stages 2 and 3.

Key Stage 2: In planning, teachers ensure the progression through teaching the British, local and world history. Teachers should combine overview and depth studies to help pupils understand both the long arc of development and the complexity of specific aspects of the content.

Resources

A variety of history resources are available at Streatham Wells Primary School. Amongst them are children's reference books, photographs, and internet access and research tools. Classes will visit a wide variety of museums, galleries, archives and significant buildings during their time in the school. Resources are shared by all staff. When needed, additional resources are purchased by the History Co-ordinator in accordance with the school ordering policy and procedure. All staff may request or suggest resources they feel would be useful for a history topic.

Assessment

Teachers complete a half term evaluation of the topic taught and children who have struggled to achieve the learning objectives or have exceeded are noted.

There is no statutory history end of key stage assessment at Key Stage 2, but there is a statutory regulation to report to parents at least once a year about their child's progress. Staff use their professional judgement in gathering of evidence of the child's work, through written and practical work carried out through the year. This, coupled with the aims from the National Curriculum help teachers to form final reports at the end of the academic year.

Formative assessment occurs each day, in situations arising from written work, oral discussions and group activities.

Equal Opportunity

At Streatham Wells School, all pupils, irrespective of their faith background are encouraged to take a full and active part in all history lessons and activities.

Furthermore, all teaching and non-teaching staff should ensure that all pupils, irrespective of gender, ability, ethnicity and social circumstances, have access to, and make the greatest progress possible, in all areas of the curriculum. There are opportunities for all able pupils to develop and extend their understanding of the different topics and themes.

Inclusion

Children with special educational needs are taught the full history curriculum which is tailored by their teacher to meet their needs. Some children may receive additional support to help them take a full and active role in history lessons. More able pupils will be given relevant opportunities and challenges in class to extend their understanding. Furthermore, tasks and resources will be adapted if necessary to help children succeed in reaching their potential.

Monitoring

The implementation for the history policy will be monitored in reference to teachers' medium and short term planning. There will also be book scrutiny of topic books to ensure coverage across the phases and progress. This will be implemented by SLT and the History Co-ordinator.

Autumn 2016

Review Autumn 2018