

GRANGETOWN PRIMARY SCHOOL – HISTORY POLICY



1. Introduction

History teaches children to gain a coherent knowledge of Britain's past and that of the wider world. Through history, we inspire children to become curious in terms of finding out more about the past. History helps children to develop the skills of enquiry and equips them to ask perceptive questions, to think critically and develop a deeper understanding of people and events of the past and how these things have shaped the present.

2. Aims

Through the teaching of History we aim to:

- Provide children with an experience of History which is stimulating, enjoyable and interesting.
- Enable children to gain an understanding of the past, in relation to themselves, their family, their community and the wider world, as appropriate to their age and ability.
- Encourage children to have a lively and questioning approach to History, which will enable children to enjoy their learning.
- To develop skills to question, research and explain.
- Develop a sense of chronology and time.
- Develop a sense of empathy in which the children appreciate the perspectives and motives of people in the past.
- To use and analyse historical evidence using primary and interpretive sources and begin to develop a critical awareness when looking at evidence.

3. Whole School Organisation and Management

(i) Planning

History in the Foundation Stage will develop concepts and skills through using the Development Matters in the Early Years Foundation Stage. History is taught under the area of Understanding the World. At Key Stage 1 and Key Stage 2 History is taught using the National Curriculum Programmes of Study and is organised into topics. The children will:

- Know and understand the history of the UK in a coherent and chronological way, from the earliest times to the modern day. Know and understand how people's lives have shaped the 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, expansion and dissolution of empires, features of past non-European societies and their achievements.
- Gain and use a historically grounded understanding of abstract terms e.g. empire, civilisation, and parliament .
- Use substantive historical concepts and key vocabulary to ensure continuity and progression across year groups.
- Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use then 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 to make historical claims, look at contrasting arguments and interpretations of the past.
- Place their knowledge into different contexts – understand the connections between local, regional, national and international history.
- Develop an understanding of short and long timescales.

In following the National Curriculum Programmes of Study our pupils will be taught:

Year 1

- Changes within living memory. Where appropriate these should be used to reveal aspects of change in national life.
- Lives of significant people who have contributed to national and international achievements. Some of which should be used to compare aspects of life in different periods.
- Significant historical events, people or places in their own locality (**Changes to Grangetown Primary School**).

Year 2

- Events beyond living memory that are significant nationally or globally.
- The lives of significant individuals in the past who have contributed to national or international achievements. Some should be used to compare aspects of life in different periods.
- Significant historical events, people and places in their own locality (**Life and times of Harry Watt**)

Year 3

- Chronology - Changes in Britain from the Stone Age to 1066 (**Stone Age to Iron Age**).
- Ancient Civilisation (**Ancient Egypt**)
- A local history study that extends beyond 1066 (**How a specific area has changed in terms of land use**)

Year 4

- Civilisations from 1000 years ago - **The Mayan Civilisation**
- Ancient Greece – **a study of Greek life and achievements & their influence on the western world**
- A local history study that extends beyond 1066 (**Hidden Stories at Holy Trinity Church – William Elliot**)

Year 5

- Chronology - Stone Age to 1066 (**The Romans**)
- Chronology - Stone Age to 1066 (**The Anglo Saxons and the Vikings**)
- A local history study linked to one of the periods of time studied under chronology or a local study that could extend beyond 1066 (**Benedict Biscop and St. Peter's Church**)

Year 6

- An aspect of theme that takes pupils beyond 1066 (**The Victorians**)
- An aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 (**Second World War**)
- A local history study linked to one of the periods of time studied under chronology; or a local study that could extend beyond 1066 (**Life and times of Jack Crawford**)

(ii) Time Allocation

There are no statutory rules on time allocation. However, we teach history for approx the equivalent of 1 hour per week. History is taught as a unit once every term – staff decide on which half term they teach it in.

(iii) Assessment

- Children's understanding, knowledge and skills are assessed through observation, discussion, questioning and written work.
- Foundation Stage pupils will be assessed in line with the Early Learning Goals.

- History will have clearly defined learning objectives, shown on the planning sheets, and these are shared with children as part of assessment for learning.

(iv) Continuity and Progression

We draw upon the National Curriculum, and upon our Long & Medium Term Planning, to ensure that knowledge and skills are built upon in a progressive way. Discussion between teachers informally, and in KS and Staff meetings, and the passing on of information at the end of the year, ensures cohesion, both within year groups (every skill taught builds upon skills already acquired) and between year groups.

(v) Cross Curricular Links

History is taught as a stand-alone subject but where appropriate links will be made with other subjects, such as English or DT and other activities or events (visits to historical places of interest, visits to museums and visitors in school).

(vi) Reporting to Parents

Children's work and achievements for each school year are reported through the end of year Pupil Report. In addition, teachers will use their own professional judgment to notify parents of any concerns &/or achievements as they see fit.

4. Lesson Management and Organisation of Teaching

(i) Planning

Teachers plan using a variety of teaching styles in order to provide a broad History curriculum

- Long term plans show the national curriculum coverage at KS1 and KS2.
- Medium term planning involves planning for a unit over a half term. This shows the area of History and the key skills & knowledge that the children will be taught over that half term.
- Short Term plans are the weekly planning and this includes a section for the objectives/skills/knowledge being taught, details of the activity and the success criteria. The teacher then evaluates the lesson against the success criteria.

(ii) Special Educational Needs

Provision will be made for pupils with special educational needs, where this affects their ability to participate and achieve in a History lesson. The curriculum will be differentiated through the use of differing pupil groupings, adapted equipment and different activities & tasks. Children may need the individual or small group support of a teacher or teaching assistant to help them access the Curriculum at times.

(iii) Differentiation

At Grangetown Primary School we teach History to all children, whatever their ability. History forms part of the school curriculum policy to provide a broad and balanced education for all children. Through our History 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.

In History, differentiation can be by outcome, task or intervention. Strategies include:

- pupil groupings, e.g. ability or mixed ability, or group, paired or individual activities
- resources, e.g. different equipment for different levels of ability
- pupil activity: different group tasks, different roles and responsibilities, breaking work into smaller steps, different allocations of time, variations of pace within the lesson to match ability.

(iv) Equal Opportunities

Provision for History is in line with all of our policies. All children have equal access to the History curriculum and to developmentally appropriate materials. Delivery will be differentiated appropriately. Resources etc. are sensitive to the needs and backgrounds of the children and will not reflect gender or cultural stereotypes, and are monitored annually.

(v) Health and Safety Implications

All teachers are responsible for safety in their own lessons. All teaching and learning follows the school's Health and Safety policy. For any visits, risk assessments are completed and are evaluated after the visit.

5. The Role of the History Coordinator

(i) General

The History co-coordinator is responsible for the monitoring and implementation of the History Curriculum, and the management of History resources, as follows:

- take a lead in policy and planning development designed to ensure progression and continuity throughout the school
- monitor progress in History and advise the Headteacher on any action needed [see (ii) below]
- support colleagues in their development of detailed work plans and the implementation of the scheme of work and in assessment and record keeping activities
- take responsibility for the purchase and organisation of central resources [see (iii) below]
- keep up to date with developments in History and disseminate this information to colleagues.

(ii) Monitoring

Monitoring of the curriculum is achieved through scrutiny of planning, lesson drop-ins, pupil interviews and through discussion in staff meetings and key stage meetings. For all subjects, Coordinators are allocated non-contact time. In Core subjects, non-contact time happens regularly; for non-core subjects there is a rota of weekly half-days; for In-Focus subjects up to 2 days are allocated during the in-focus period.

(iii) Organisation of Resources

Each class teacher has resources stored in the classroom which matches the areas of the curriculum they are teaching. Teachers also use the Sunderland Museum Services to borrow artefacts relevant to the topic. The History subject leader will pass on to staff any further information as it becomes available and will attend any future training courses for this subject, disseminating information as appropriate.

Policy reviewed and updated: September 2024

Next Review: September 2026

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