



Priestsic Primary and Nursery School

History Policy

To understand the present we need to know about the past. This policy outlines the teaching, organisation and management of history taught at Priestsic Primary School.

Aims

The aims of history teaching in our school are:

- To inspire pupils' curiosity to know more about the past.
- To stimulate the children's interest and understanding about significant people's lives and lifestyles who lived in the past.
- To develop a knowledge of chronology and an understanding of the process of change.
- To understand how events in the past have influenced our identity.
- To enable children to know about significant events in British history and to appreciate how things have changed over time.
- To develop understanding of how national history has been reflected in the locality.
- To have coherent knowledge and understanding of Britain's past and that of the wider world.
- To develop understanding of a range of ways we could find out about the past.
- To equip pupils to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement.

- To be able to use wide range of resources to select and record relevant information.

Curriculum Planning

Planning has been adapted and developed by incorporating the Focus Education's Learning Challenge Curriculum. A cross curricular approach to learning is encouraged and where applicable, learning in History will become a part of this, complimenting areas such as English.

Currently, History is taught across the following areas:

Foundation 1 - All about me (SEAL)

Foundation 2 - All About Me a personal history theme (SEAL - class discussions)

Year 1 - Personal history, Events and Local History Study e.g. Where did the train lines go in Sutton? Who invented the first locomotive (George Stephenson), research into how vehicles have changed over time; What has changed since my great grandparents were young? Victorian homes, school, children and toys.

Year 2 - Significant People and Events The Great Fire of London, the first moon landing, the Queen's coronation, The life of Grace Darling. Local area study - The history of Thoresby Estate, Nottinghamshire-historical landscape study. What were seaside holidays like in the past?

Year 3 - Stone Age, Ancient Greece and Local History Study

Year 4 - Romans, Norman Castles and Early Law Makers

Year 5 - Egyptians, Anglo Saxons and Vikings

Year 6 -The Mayans and Germany during WWII

Social, Cultural and Ethnic diversity

The learning challenges should include local and national historical figures where appropriate. Moreover, children should be taught about the social, cultural, religious and ethnic diversity of the societies studied in Britain and the wider world. For example:

- Ourselves KS1 - the diversity of the class
- Romans KS2 - the mix of cultures and ethnicities in the Roman Army
- Egyptians KS2 - the mix of cultures in Ancient Egypt

Teaching and Learning Styles

History teaching focuses on enabling children to think as historians reflecting on how history has changed in their local area, in Britain and other parts of the world.

Although a variety of primary and secondary historical sources are used, we place particular emphasis on providing quality, first-hand experiences where possible.

These include

- Drama workshops
- Visiting historical sites / museums / libraries
- The local environment
- Visitors, family members and people from the local community to discuss their experiences of life in the past.
- Artefacts

Assessment and Recording

We assess children's work in history by making informal judgements as we observe them during each History lesson.

Tools employed to assess children's learning in history include:

- Learning Challenge Folders/ Books
- Pre and Post Assessment (before & after)
- Mind maps and initial learning challenges.
- Pupil interviews to assess their attitudes to and understanding of history
- Information on a child's progress in history will be shared with the parents in parent's evenings and end of year report.

Monitoring

All teachers are responsible for monitoring standards of their own class. The history co-ordinators will monitor the standards of children's work and the quality of the teaching and learning of history within the school, providing a strategic lead and direction for the subject in the school.