



Priestsic Primary and Nursery School

History Policy

History is an essential part of the Curriculum and should be studied in its own right. History gives us a sense of identity, set within our social, political, cultural and economic relationships. It fires the children's curiosity about the past in Britain and the world. History plays an essential part in preparing us for living and working in the contemporary world. While history is about real people who lived in the past, its fundamental concern is the understanding of human conditions, set in the context of time. Such understanding comes from the study of life in the past, of thoughts, beliefs, emotions and actions, as people related to each other and their environment and as they encountered and solved problems.

As the children see the diversity of human experience, and understand more about themselves as individuals, what they learn can influence their own decisions about personal choices, attitudes and values.

In history, children find evidence, consider it and reach their own conclusions. To do this, they need to research, sift through evidence and argue their point of view—skills that are essential in adult life.

Aims

- To promote positive attitudes and enthusiasm for History.
- 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 develop an understanding of 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.
- To develop knowledge and understanding of significant aspects of the history of the wider world.
- To gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'.
- To develop an understanding of 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.
- To 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.
- To 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.
- To develop an understanding of the local Sutton area and its history.

The Priestsic History Curriculum

The history curriculum at Priestsic has been carefully designed to ensure progression amongst all year groups. While different year groups will study different time periods, in accordance with the National Curriculum, these time periods are studied through specific lenses. These lenses give context to the study of the time period and provide a framework for which study can revolve around. As these lenses are returned to throughout different year groups, they give pupils the opportunity to compare and contrast between different time periods e.g; how were the cultures of Ancient Greece and Ancient Egypt similar or different?

Each time period has been selected and narrowed down to focus on content appropriate to the age and stage of the learners and will tie in to what our learners have covered in other subject areas. For example, until learners have gained an understanding of negative numbers in maths, learners will not discuss the concept of

AD/BC. Only once they are secure in their understanding of negative numbers can they begin to understand and appreciate this vital aspect of history.

Our curriculum drivers of aspiration, health and wellbeing, vocabulary and diversity run through our history curriculum and influence the significant figures we study.



National Curriculum

Key Stage 1

Pupils will be taught about the past, using common words and phrases relating to the passing of time. They will learn 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 will be taught a wide vocabulary of everyday historical terms. Children will 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 will study some of the ways in which we find out about the past and identify different ways in which it is represented.

Key Stage 2

Pupils will 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 will note connections, contrasts and trends over time and develop the appropriate use of historical terms. They will regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. Children will construct informed responses that involve thoughtful selection and organisation of relevant historical information. They will understand how our knowledge of the past is constructed from a range of sources.

The school will follow the 2014 National Curriculum Programmes of Study as set out below.

Key Stage 1	Key Stage 2
<p>Pupils should be taught:</p> <ul style="list-style-type: none"> • 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 • 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 • Significant historical events, people and places in their own locality 	<p>Pupils should be taught:</p> <ul style="list-style-type: none"> • 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 life for a child during Tudor Times, Georgian Times, Victorian Times, & WW2 • The achievements of the earliest civilizations • Ancient Greece – a study of Greek life and achievements and their influence on the western world • Early Civilisation (a non-European society that provides contrasts with British history)

Foundation Stage

History in the Foundation Stage is taught under the umbrella of ‘Knowledge and Understanding of the World’ from the EYFS. The children are supported in developing the knowledge, skills and understanding that helps them to make sense of the world. The pupils are encouraged to talk about their families and past and present events in their lives. They are beginning to gain knowledge and understanding of the world through:

- Photographs
- Listening to stories and memories of older people
- Role play activities
- Discussing events in the past and their own personal lives
- Sequencing events to gain a sense of time

Curriculum and School Organisation

In order to achieve the aims outlined, the teaching of history at Priestsic Primary School organises History into a combination of topics and themes.

Trips and visits to places of historical interest play a key part of Priestsic Primary School’s History Curriculum

and people with an interest, or expertise, in a particular topic or area of History are invited into school to work with the children. These might be parents, grandparents, other family members, neighbours or representatives of the local community.

History is taught by all class teachers and planning at a year group level ensures that classes within a year group cover the same areas of work.

Class organisation and teaching style

History has many links with other curriculum areas including English, Drama, Geography, Art, R.E., Computing and PSHE.

Approaches to teaching relate to the historical content and the expected outcomes of learning. Whole class teaching might be suitable for acquiring knowledge, while discussion in small groups gives opportunities for investigation work with artefacts.

Role-play, hot-seating and simulation activities may help develop understanding and empathy. The requirements of the National Curriculum and the age and ability of the children influence the resources employed.

- Artefacts, pictures and photographs, stories, myths and legends, written sources including documents and printed sources, computer-based materials and computer generated simulation activities.
- Music
- Adults talking about the past
- Buildings and sites, educational visits to museums, the use of fieldwork

Significant Figures

Each history unit of learning has significant figures which the children study. These have been chosen to include a diverse range of people from different genders, religions and cultures. They have also been chosen to help further develop the children's understanding of that specific period of history.

Equal Opportunities

All 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. History provides opportunities for teaching that reinforces this ideal.

Cross Curricular links

As well as taking its own part in the school Curriculum, History contributes to the wider aims of Primary Education.

English

History contributes significantly to the teaching of Literacy in our school by actively promoting the skills of reading, writing, speaking and listening. Reading and writing skills are essential for undertaking historical enquiry, for collecting information and source material, making notes and following instructions. Children should be able to communicate in ways appropriate for the task and the audience, for example, when interviewing older people about life in the past. Discussion, drama and role play are significant ways in which children can increase their understanding of different historical viewpoints and perspectives. Evaluating historical evidence requires children to articulate their ideas, and to compare and contrast their views with those of other people.

Mathematics

Through teaching history children can apply their mathematical skills by analysing data and studying chronological information. The use of fieldwork data, timelines and charts contributes to the children's mathematical understanding.

Computing

The use of ICT can help children's learning in History by providing a great deal of information. Historical understanding can be enhanced when using technology to research a significant person, or life, in the past. Pupils can access on-screen timelines to help to develop their chronological awareness. Databases can be used to search for information and identity and explain patterns of change. Children can view countless websites of museums and historical sites around the world.

Geography

There are close links between the two subjects. An investigation of how an aspect of the local area has changed over a long period, or how the locality was affected by a significant national or local event, will link both History and Geography. As children study British, European and World History they will use and develop their mapping skills and discover the location of places.

Spiritual Development

- beliefs, religious or otherwise, which inform their perspective on life and their interest in and respect for different people's feelings and values
- sense of enjoyment and fascination in learning about themselves, others and the world around them, including the intangible
- use of imagination and creativity in their learning
- willingness to reflect on their experiences.

Moral Development

- understanding of the consequences of their actions and others
- interest in investigating, and offering reasoned views about, moral and ethical issues.

Social Development

- use of a range of social skills in different contexts, including working and socialising with pupils from different religious, ethnic and socio-economic backgrounds
- interest in, and understanding of, the way communities and societies function at a variety of levels.

Cultural Development

- understanding and appreciation of the wide range of cultural influences that have shaped their own heritage
- willingness to participate in, and respond to, for example, artistic, musical, sporting, mathematical, technological, scientific and cultural opportunities
- interest in exploring, understanding of, and respect for cultural diversity and the extent to which they understand, accept, respect and celebrate diversity, as shown by their attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities.