



‘At Yealmpstone Farm Primary School we promote equality between all people, recognising the Equality Act 2010’

History Policy

Rationale

At Yealmpstone Farm we believe that children should have both an enjoyment and interest in finding out about the past, as well as an understanding both of events then, and how they impact on us today.

History is about the people who lived in the past. In many ways History is the people’s memory. The way we live today is because of the peoples and events of yesterday.

Aims

- 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.

Opportunities in history

The teaching of history will follow the national curriculum programmes of study and will be taught within the topics covered termly by each class. Links will be made across other curriculum subjects whenever possible.

Foundation stage

Understanding the world involves guiding children to make sense of their physical world and their community through opportunities to explore, observe and find out about people, places, technology and the environment.

In planning and guiding children's activities, there will be a focus on the three characteristics of effective teaching and learning:

- Playing and exploring - children investigate and experience things, and 'have a go';
- Active learning - children concentrate and keep on trying if they encounter difficulties, and enjoy achievements;
- Creating and thinking critically - children have and develop their own ideas, make links between ideas, and develop strategies for doing things.

Key Stage One

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.

In planning to ensure the progression described above through teaching about the people, events and changes outlined below, teachers are often introducing pupils to historical periods that they will study more fully at key stages 2 and 3.

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 Two

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.

In planning to ensure the progression described above through teaching the British, local and world history outlined below, 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.

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 of history or a site dating from a period beyond 1066 that is significant in the locality.
- 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.

The Role of the History Coordinator

- To review medium-term plans at the end of each unit and facilitate any necessary changes for future planning.
- To take the lead in policy development and the production and implementation of the schemes of work.
- To support colleagues in the development of their short term planning and in their assessment and record keeping activities.
- To monitor progress in History.
- To take charge of resourcing the delivery of the schemes of work.
- To keep colleagues up to date with developments in History teaching.
- To use formal and informal staff meetings as forums for the moderation and standardisation of approaches and assessment standards

Teaching and Learning

Teachers should:

- When planning work, take account of the needs and abilities of all their pupils.
- Use the children's own experiences and interests as a starting point.
- Use a variety of resources and approaches.
- Help children to draw their own conclusions and interpretations, based on the evidence they investigate.
- Allow children to communicate what they have learned in a variety of ways, including spoken, visual, written, drama, and role-play.
- Ensure that children's knowledge, understanding and skills show progression across the Key stages.

Assessment and reporting

Knowledge Organisers identify key information and skills that are required to 'stick' in children's long term memory. These will be revisited often and will build upon previous learning, so that knowledge builds. Assessment for learning will underpin teaching and learning in History. History learning will be built upon and cross-referenced in other subjects. In Key Stage 2, quizzes will be used to assess knowledge and understanding at the beginning, during and end of the term. We recognise that there are children with different historical abilities in all classes and we provide suitable learning opportunities for all children.

We achieve this by:

- providing low threshold, high ceiling opportunities that can be open-ended with a variety of possible responses;
- setting tasks with increasing depth of learning and challenges;
- providing resources of different complexity according to the conceptual understanding of the child;
- using additional adults to support the work of individual children and groups of children.

Resources

Each study unit has a bank of resources stored in labelled boxes. A list of resources is available to aid planning. Additional resources can be obtained from the school's library and museum services. The children will have access to site visits, artefacts and/or visiting speakers at each Key stage.

Equality Statement

At Yealmpstone Farm Primary School we are committed to ensuring equality of education and opportunity for all children, staff, parents and carers receiving services from the school, irrespective of race, gender, disability, religion and belief, or socio-economic background. We aim to develop a culture of inclusion and diversity in which all those connected to the school feel proud of their identity and able to participate fully in school life. We aim to provide all our children with the opportunity to succeed, and to reach the highest level of personal achievement.

To do this, we will:

- Use contextual data and personalisation plans to improve the ways in which we provide support to individuals and groups of children;
- Take account of the achievement of all children when planning for future learning and setting challenging targets;
- Ensure equality of access for all children and prepare them for life in a diverse society;

- Use materials that reflect the diversity of the school, population and local community in terms of race, gender and disability, without stereotyping;
- Promote attitudes and values that will challenge racist and other discriminatory behaviour or prejudice;
- Provide opportunities for children to appreciate their own culture and celebrate the diversity of other cultures;
- Seek to involve all parents in supporting their child's education;
- Encourage classroom and staffroom discussion of equality issues which reflect on social stereotypes, expectations and the impact on learning;
- Include teaching and classroom-based approaches appropriate for the whole school population, which are inclusive and reflective of our children.

Last reviewed date Spring 2022