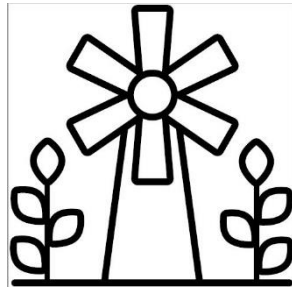


Sibsey Free Primary School



History Policy

Approved by: Governing Body

Date: March 2023

Next review due by: March 2025



Introduction

History is a foundation subject in the National Curriculum. This policy reflects the purpose, nature and management of the History taught in our school. The knowledge, skills and understanding outlined in the Programmes of Study in the National Curriculum.

The school policy reflects the consensus of opinion of the teaching staff and has the full agreement of the Governing Body.

The implementation of this policy is the responsibility of all teaching staff.

The Nature of History

History is a record of what happened in the past and why. It involves children in studying men, women and children in different societies, cultures and countries.

Through History, young children can begin to learn and understand something about the past and its influence on life today. A study of History contributes to children's knowledge and understanding of other people's countries and cultures. We find out about the past on the basis of surveying evidence. The evidence is often incomplete and the whole picture of what happened in the past is often open to interpretation.

History forms part of our skills based curriculum and many of the skills contribute to and enrich other areas of the curriculum.

Our chief aim is that all our pupils will enjoy History and develop a curiosity about the past, which informs understanding of the present.

Entitlement

Purpose of study

A high-quality history education will help pupils gain a coherent knowledge and understanding of Britain's past and that of the wider world. It should inspire pupils' curiosity to know more about the past. Teaching should equip pupils to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. History helps pupils to understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time.

Aims

The national curriculum for history aims to ensure that all pupils:

- 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.

Subject content

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 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 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.

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 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.

Expectations

Key Stage 1

By the end of Key Stage 1 it is expected that most children will be able to:

- speak and write about familiar and famous people and events from the recent and more distant past, using everyday terms concerned with the passing of time;
- distinguish between aspects of their own everyday lives of people in the past;
- identify some ways in which the past is represented;
- find out about the past by asking and answering questions from a range of sources of information.

Key Stage 2

By the end of Key Stage 2 it is expected that most children will be able to:

- describe the contribution made by people, events and developments in the recent and more distant history of Britain and other countries and make links across the periods of History studied;



- give some reasons for, and results of, main events and changes and provide explanations about why people in the past acted as they did;
- find out about the past by asking and answering questions from a range of sources of information;
- give some explanation for different ways in which the past is represented and interpreted;
- record their knowledge and understanding about the past in a variety of ways using dates and historical terms.

RECORD KEEPING, ASSESSMENT AND REPORTING

Class teachers should keep records of work (usually through the children's history books) carried out by pupils and levels of achievement of the work.

Children's progress in History is reported to parents through the pupil annual report and termly consultation meetings.

Staff report on progress through the school's assessment package, determining whether the children are below, working towards the standard, at the expected standard or at greater depth. Roadmaps are used to support this teacher assessment.

Attainment targets

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.

EQUAL OPPORTUNITIES

Care should be taken to give each child the opportunity to learn about the global community, regardless of race, Religion, language or gender.

HEALTH AND SAFETY

Children should be working in a safe environment, both in and out of the classroom.

PARENTAL INVOLVEMENT

As with all other areas of children's learning, we need the support of parents and carers to help us to maximise the development of each child's potential.

The Role of the Leadership Team

The Leadership Team will:

- Ensure that each member of staff is aware of this Policy.
- Review and update this policy, in consultation with the teacher responsible for this area of the curriculum where appropriate.



- Offer support to any staff member who needs it.
- Make themselves aware of new developments in this subject area relevant to primary schools.

When history needs a specific focus of attention as a whole school development issue the Leadership Team will liaise with staff to establish where support is needed. The Leadership Team will actively monitor developments and needs in history and if needed will organise in-school development in this area.

