



EDWARD THE ELDER
Primary School

Edward The Elder Primary School History Policy

Subject leader and Curriculum Co-ordinator:

Mrs K.Worton

Deputy Head: Mrs R Wood

Executive Head Teacher: Mr K Grayson

**Policy reviewed by the Governing Body: Spring
2017**

Edward The Elder Primary School

History

Policy Statement

Edward the Elder Primary School is a one form entry primary school. The school is part of the Elston Hall Multi Academy Trust (December 2016). It is very close to Wednesfield town centre and it serves an area with a high degree of deprivation. The school has a high proportion of pupil premium children and 30% of pupils are from minority ethnic backgrounds, 90% speak English as their first language.

Type of school: Primary
Age range of pupils: 3 – 11
Number on roll: 236

School category: Academy
Gender of pupils: Mixed

Edward The Elder Primary School: Our Shared Vision:

At Edward The Elder Primary School we recognise the importance of teaching British values in line with the definitions identified in the 'Prevent Strategy values' 2011

Pupils:

- Are happy and secure in school and in their learning.
- Feel valued and develop as independent learners.
- Behave well, are respectful and polite and take responsibility for their actions.
- Enjoy their learning and are well motivated to fully achieve their potential whatever their background and ability.
- Are kind and caring towards each other, taking pride in their own heritage and cultural tradition whilst being understanding and tolerant of others.
- Become technologically confident and cope in an increasingly sophisticated world.
- Are hardworking and well-motivated looking at ways to improve their own performance.
- Develop their self-esteem and take pleasure in the success of others.

What is History?

History fires pupils' curiosity about the past in Britain and the wider world. Pupils consider how the past influences the present, what past societies were like, how these societies organised their politics, and what beliefs and cultures influenced people's actions. As they do this, pupils develop a chronological framework for their knowledge of significant events and people. They see the diversity of human experience, and understand more about themselves as individuals and members of society. What they learn can influence their decisions about personal choices, attitudes and values. In history, pupils find evidence, weigh it up and reach their own conclusions. To do this they need to be able to research, sift through evidence, and argue for their point of view – skills that are prized in adult life.

Local and National Guidance

The teaching of history at Edward The Elder Primary School is based on the framework within which we aim to deliver history at appropriate levels. Across each Key Stage all skills will be covered showing progression relative to pupils' age.

This policy and our planning of history are in line with guidance from the DFE and follow the most recent changes to the National Curriculum, including the purpose of study and National curriculum aims:

National Curriculum 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.

National Curriculum 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.

Edward The Elder Primary School History Aims

We believe that Historical studies should enable pupils to:

- develop an interest in the past and an enjoyment for the subject;
- understand the present in the context of the past;
- develop a sense of identity and an understanding of their own position in their community and the world;
- know about significant events in history and to appreciate how things have changed over time;
- develop a sense of chronology;

- develop the skills of enquiry, investigation, analysis, evaluation, argument, sequencing comparison and deduction;
- distinguish between fact and opinion;
- experience history first hand through trips and special days.

Equal Opportunities

All children should be presented with the opportunity to experience success, regardless of race, ethnicity, gender, ability or disability. Good quality work to the best of their ability is the target for everyone.

Planning Teaching and Learning

Teachers will plan suitably challenging historical activities in line with the National Curriculum. In both KS1 and KS2 history will be incorporated into half-termly blocks. In the Foundation stage, historical skills are taught through Knowledge and Understanding of the World.

Medium Term Planning

This should include details of:

- Learning objectives (which focus on historical learning not the activity and may be differentiated)
- Clear steps to learning (which guide the children through their learning for the lesson and may be differentiated)
- Key questions shown in red
- Shared teaching of historical skills for the lesson
- Activities (through which the historical skills will be developed, these may be differentiated)
- Teaching assistant support

Enquiry should form a part of all work in history. It should take account of pupil's interests, experiences and capabilities and develop the skills of investigating, organising, analysing and evaluating. Pupils will develop their historical skills through the National Curriculum breadth of study and key skills each year, building on previous learning. We will use a variety of teaching methods best suited to the abilities and interests of the children, including:

- Story telling
- Discussion and debate
- Investigations
- Role play and drama
- Visits to historical sites
- In-school history days

Our planning will follow the National curriculum guidelines to ensure that progression is maintained across the key stages and that the correct skills, age appropriate, are taught:

National curriculum: 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 (e.g. 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 (e.g. 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 Edith Cavell)
 - Significant historical events, people and places in their own locality.

National curriculum: 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 and that different versions of past events may exist, giving some reasons for this.
- 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.

Resources

Pupils will be encouraged to select information from a variety of resources including:-

- Written sources – primary and secondary
- Photographs, paintings, cartoons, films, video and posters
- Oral sources – relatives, local people, experts from Historical organisations
- Artefacts – original items and reproductions
- Historical re-enactments – music, dance, role-play stories

Cross Curricular links

Some aspects of History are taught through other subjects.

Literacy - history skills largely depend upon an ability to use and understand language

- Speaking and listening
- Reading
- Writing

Numeracy

- Chronology
- Problem solving

Science

- The history of medicine
- Exploration and developments in science
- Materials and their properties
- Space exploration
- Human influences on the earth
- developing technologies

D/T

- History of toys
- Food and cooking
- Clothing through the ages
- Technological developments
- Tools

ICT

- Investigating
- Communicating findings
- Presenting information
- Photographing/recording trips, experiences and role play

Geography

- History of the local area
- Changes in places over time
- Movement of people

Art

- Study artists from the past
- Use paintings and pictures as historical sources
- Represent findings and ideas using art

Music

- Illustrates lifestyles of the past
- Understand historical customs and values
- Historical instruments
- Dances from the past

PE

- History of sport
- Olympics

RE

- Religious and moral beliefs
- As a source of conflict
- Differences in beliefs over time and across countries

PSHE

- Developing confidence in beliefs and ideas
- Talk about opinions and listen to others
- Debate and support an argument with evidence
- Learn about choices and decisions
- Understand citizenship as being part of a community

- Think about right and wrong
- The importance of rules and laws
- Consequences of actions
- Empathy
- Differences and similarities between people

Assessment, Reporting and Recording

(National curriculum 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).

Teachers will assess learning throughout lessons and adjust their teaching plans as necessary. National curriculum guidelines, level descriptors and 'I can' statements will help to ensure children are taught skills at the correct level, and planning will be annotated with reference to children's acquisition of knowledge and development of skills. Three pupils of above average, average and below average level of attainment will be assessed during/at the end of each half termly unit of work (using the age appropriate skills assessment sheets for guidance). This assessment will then help with teacher's assessment of all pupils. A monitoring timetable will include learning walks, book trawls, planning trawls and observations. Coverage of National Curriculum objectives will be monitored by the subject leader.

Health and Safety

All staff work in accordance with Health and Safety Guidelines. All visits will follow organisational procedures.

The role of the History Leader

Primary Purpose:

To be a Curriculum Leader; fulfil a curriculum and teaching role in accordance with the directions given by the Head teacher and Governing Body.

Directly Responsible to:

The Executive Head teacher – Mr Grayson
Deputy Head Teacher – Miss Cooper

Principle responsibilities:

To carry out the duties of a Curriculum Coordinator as outlined within this job description and with regard to Teacher's Pay and Conditions Document.

Professional Responsibilities as a class teacher:

Outlined in SPCD Professional Duties and Professional Standards, to particularly include:

- Assist in the delivery of school curriculum guidelines and policies
- Be responsible for lesson planning; meeting the needs of pupils within an variety of teaching groups
- Monitor and assess pupils' progress, ensuring appropriate records have been kept. Use performance data and assessment to inform individual, group and class targets, lesson planning and the preparation of differentiated work which meets children's needs and which challenges all.
- Participate in arrangements for Performance Management within agreed frameworks

- Contribute to the effective deployment of support staff and resources, including effective use of the school's ICT capability
- Comply with school policies and procedures including reporting, planning, staff meetings, assemblies, registration, playground supervision and participation in parental events
- Dress in a professional and appropriate manner, that will further support the school's policy on uniform
- Participate in further training and professional development as appropriate
- Be committed to supporting the school's extra-curricular activity program
- Ensure good order and discipline that result in high standards of behaviour
- Safeguard pupils' health and safety

Curriculum and Whole School Responsibilities

- Act as leader for history leading and coordinating the learning and teaching within the subject
- Contribute to the school's programme of monitoring and self-evaluation to ensure high standards attained by pupils in history
- Support colleagues as part of self-review process encouraging the evaluation and sharing of good practice, report outcomes of monitoring activity to Curriculum Leader
- From evidence of monitoring and self-review activities contribute objectives to the School Improvement Plan and its termly review
- Establish resource priorities and monitor the effectiveness of resource usage and spending
- Help in creating reports and action plans for a range of audiences; Governors etc...
- Maintain a sound knowledge of statutory curriculum requirements and the procedures for assessment, recording and reporting of pupil progress to a range of audiences.
- Ensure staff have access to information and guidance relating to History and liaise with professional development coordinator to ensure staff and school offer subject coverage and balance.
- Have total support of the school aims and ethos and the leadership drive to ensure them.
- Undertake any other duties or responsibilities which may be reasonably regarded as within the nature of the post or determined by the Headteacher
- Act as a role model for others through the setting of high personal standards of classroom practice. These to include the development of an effective learning environment that fosters high standards of achievement and behaviour.

Future actions

At Edward The Elder Primary School we are reviewing our planning of geography in line with the changes to the National curriculum. Our new medium term plans will be used to teach pupils with immediate effect. These changes will be monitored to ensure correct coverage. If any further changes to the National curriculum occur, these will also be incorporated into our planning.