Pool House Community Primary School

History Policy

Aims

The aim of history teaching here at Pool House Community Primary School echoes that of the National Curriculum in that we strive to provide a high-quality history education which will help pupils gain a coherent knowledge and understanding of Britain's past and that of the wider world. We do our upmost to inspire pupils' curiosity to know more about the past. Our teachers equip pupils with the skills to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. We encourage our 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, through the study of a well-balanced History curriculum.

Subject Content

EYFS

History is taught during the Early Years Foundation Stage as an integral part of the topic work covered throughout the year. The objectives set out in the Early Learning Goals underpin the curriculum planning for History for children aged four to five. History makes a significant contribution to the Early Learning Goal objectives of developing a child's knowledge and understanding of the world through researching and talking about important events in their own lives, discuss past and present in relation to their own lives and other peoples lives, through dressing up as historical figures in historical costumes and looking at pictures of famous people and discussing how peoples lives may have been similar or different in the past.

Key Stage 1

As outlined in the National Curriculum, 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.

At Pool House pupils are taught about:

- Changes within living memory ***(Toys: Year1).***
- Events beyond living memory that are significant nationally or globally ***(Great Fire of London: Year 1, The Gunpowder Plot: Year 2).***
- 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 ***(Great Explorers: Year 1, Nurses: Year 2).***
- Significant historical events, people and places in their own locality ***(The Tudors: Year 2).***

Key Stage 2

As outlined in the National Curriculum, 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.

At Pool House pupils are taught about:

- Changes in Britain from the Stone Age to the Iron Age ***(Stone Age to Iron Age: Year 4).***
- The Roman Empire and its impact on Britain ***(The Romans: Year 3).***
- Britain's settlement by Anglo-Saxons and Scots ***(The Anglo-Saxons: Year 4).***
- The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor ***(Vikings and Anglo-Saxons: Year 4).***
- A local history study ***(War Memorials and Monuments: Year 6).***
- A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 ***(The British Railways: Year 3, The Black Death: Year 5, World War 2: Year 6).***
- The achievements of the earliest civilizations ***(Ancient Egypt: Year 3)***
- Ancient Greece – a study of Greek life and achievements and their influence on the western world ***(Ancient Greece: Year 5).***
- A non-European society that provides contrasts with British history ***(Mayan Civilisation: Year 6).***

Equal Opportunities

We recognise the fact that in all classes there are children of widely different abilities in history and we seek to provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this by:

- Setting common tasks which are open-ended and can have a variety of responses;
- Setting tasks of increasing difficulty. Not all children complete all tasks;
- Grouping children by ability in the room and setting different tasks for each ability group;
- Providing resources of different complexity depending on the ability of the child;
- Using teaching assistants to support children individually or in groups.

At Pool House Community School, we are committed to teaching a well-rounded curriculum to children of all abilities. History forms part of the well-rounded curriculum and is essential in order to provide a broad and balanced education for all. The class teachers take the ability of children into account when planning and teaching lessons so that learning matches the individual needs of each child.

Curriculum Planning

At Pool House we use the National Curriculum in combination with the Lancashire KLIPS for History, as the basis of our curriculum planning. This ensures that the appropriate objectives in the National Curriculum are covered.

The whole-school long-term overview maps out the topics studied in every term. This is created and distributed by the curriculum managers.

Cross Curricular Links

History naturally contributes significantly to the teaching of English in our school by promoting the core skills of reading, writing, speaking and listening. In addition to this, some of the texts that we study throughout our English curriculum have historical links.

Assessment

Each class teacher assesses the children's work by making informal judgements during observations in each lesson. It is the responsibility of the class teacher to ensure that children's work is marked regularly, and that purposeful comments or further questions are implemented when appropriate.

Monitoring and Reviewing

Curriculum managers regularly review the curriculum content and progression throughout school; adapting and altering as and when required.