

NORTHCOTE PRIMARY SCHOOL

Caring, Learning, Growing.

HISTORY POLICY

“The more you know about the past, the better prepared for the future.” – Theodore Roosevelt.

History teaching at Northcote Primary School enables pupils to develop an awareness of the past and develop a chronologically secure knowledge and understanding of British, local and world history. Through quality teaching across each Key Phase, pupils will be able to note connections and contrasts over time and use historical terminology when doing so. With their new found information, children will be prompted to devise historically valid questions considering: changes in time periods; causes of any significant changes; similarities and differences across periods in time and civilisations; and significance of any events in history. When provided with information, children will be encouraged to select and organise it into relevance and importance. Each and every topic taught will be done so with a range of resources, giving children the chance to use their enquiry skills for developing understanding.

Non-Statutory Guidance:

The study of history at Northcote embraces this statement and uses it as a foundation for planning programmes of study at K.S.1 and K.S.2. We should reflect in our teaching the overall aims and objectives of our school and fulfil the statutory requirements of the National Curriculum.

School Aims:

Our Northcote Curriculum is designed with the **intent** to maximise the potential of all of our pupils; intellectually, socially, morally, emotionally and culturally. We take every opportunity to encourage a love for learning within all of our pupils, based around a resilience for learning and achieving greatness. Most importantly we allow our children to learn in a safe and stimulating environment, where their views are valued.

Implementation – History is delivered as part of our ‘**Citizens of the world**’ Curriculum.

History is taught through discrete lessons, where children are imparted with knowledge and understanding of history and its chronology. Children are taught to explore the cause and consequences of events, and their significance in time. As historians, children are taught the essential skills of being able to use and understand sources of evidence. As the children’s knowledge becomes embedded in their history topics, the subject is used as a vehicle for exploration

in other subjects. Art, drama and particularly writing are all linked to the history curriculum enabling children to demonstrate mastery of their understanding.

The Particular School Objectives Which Our Policy Takes Note Of Are:-

To learn how to acquire information from various sources and to record information and findings in different ways.

To know about geographical, historical and social aspects of the **local environment**; the national heritage; to be aware of other times and places; to recognise links between local, national and international events.

To develop **subject schemas**, enhancing children's vocabulary to aid with understanding in future learning.

To develop **oracy skills**, encourage children to express and opinion; backing it up with facts and information gathered from previous research.

Specific Aims Of Teaching History Are:-

- To develop an interest in the past and an appreciation of human achievements and aspirations. Considering the **significance** of a past event on civilisation.
- Understand how the **cause** of civilisations and major events in the world have had a **consequence** on how we live and changes that have been made.
- To develop **knowledge** of **chronology** within which they can organise their **understanding** of the past.
- To **understanding** and **interpreting** how the past was different from the present.
- To understand the nature of evidence by developing a range of skills required to interpret primary and secondary source materials. Being able to use and interpret **sources of evidence**.
- To encourage an understanding of the processes of **change** and **continuity** during and between periods.
- To **communicate ideas** and **learning** clearly using a wide range of methods including media.

To Fulfil These Aims In Our School Specific Objectives Of Teaching History Are:-

At KS1 pupils should be able to:-

- Begin to understand that they live in and are part of a community, a country and a world within their own heritages and histories.
- Develop an understanding of their own and their family's pasts.
- To begin to understand the concepts of 'past', 'present' and 'future'.
- Understand that evidence of the past comes in many forms.
- Put objects or pictures in a sequence of 'before' or 'after' and give reasons for doing so.
- Demonstrate that they know about some major events of the past.
- Use basic vocabulary related to time
- Use imagination and evidence to describe life in the past
- Talk and begin to write about these matters.

Local history is a sensible and practical point in the study of history by young children. Emphasis should be placed upon observation and simple investigative and recording skills.

At K.S.2 pupils should be able to:

- Demonstrate that they know of some major events of British and World history within a broad chronological structure.
- Demonstrate that they have some understanding of the development of British society and other societies, over longer periods.
- Demonstrate that they appreciate the breadth and richness of history, by drawing attention to the technological, scientific and aesthetic achievements as well as the social and political developments.
- To develop an understanding of the history of their immediate locality.

- Appreciate that different societies have held different beliefs, values and attitudes and that modern societies have developed out of past experiences.
- Understand that evidence of the past may be interpreted in different ways.
- Make use of primary and secondary sources to support interpretations of historical events.
- Recognise similarities and differences between the past and the present.
- Make imaginative reconstructions of past events.
- Use prior knowledge to aid new learning – being able to draw similarities between previous topics and consider differences.
- To link history to all other subjects so children are enabled to draw upon their learning and demonstrate it in a variety of contexts.

Organisation

Foundation and reception

Throughout early years, we ensure children gain an understanding of daily routines and the timeline of the day. We focus on learning the timeline of the year by learning about seasons, months of the year, birthdays and important dates (Christmas, Easter, Diwali, Chinese New Year, etc.). During children's time in EYFS they have plenty of opportunities to learn about the past, present and future through the variety of topics we cover as well as having the chance to observe the difference between new and old (buildings, objects, people, photographs, etc.). In EYFS, we teach topics based around children's needs and interests and therefore the history we cover may differ from year to year.

K.S.1

- Year 1 – Homes – Toys – Changes within living memory.
- Year 2 – Victorians – Significant event (Great Fire of London) – Significant people.

K.S.2

Core units as stated in the National Curriculum are taught:-

- Year 3 – Ancient Egypt - Britain since stone-age.
- Year 4 – Roman Empire – Vikings and Anglo Saxons.

- Year 5 – Greeks - Mayan Civilisation
- Year 6 – Britain since 1939 – WW2 and its impact upon Britain and Liverpool

Whole School

History week summer term with emphasis on a social aspect – to vary each year. All planning for the above to be put onto staff share.

Resources

K.S.1

Resources are held within the year group requiring them.

K.S.2

Reference books are held in the library. Sets of class books to be held in specific year groups along with boxes holding any other relevant resources to that topic. Each class is expected to have reading resources in their reading area, allowing children the opportunity to research a historical class topic and read for pleasure.

Display

Every teacher should display children's work at regular intervals, photographs of the display work to be given to Mr Hayes for history file. Displays should be attractive, interesting and informative using any available photographs, posters and artefacts. Books should demonstrate clear progression and displays should highlight important milestones reached during a topic to demonstrate clear outcomes.

Assessment, Monitoring and Evaluating

The Learning outcomes in each study unit will show how the children can demonstrate what they have learnt. The work will serve as a record for classes working on each unit. Progress can be linked to National Curriculum levels but a note only needs to be taken where a child's progress differs markedly from the rest of the class, this information would be useful to pass onto the next teacher. The History co-ordinator will monitor the work by collecting the History books at the end of each study unit and keeping a selection of books for future reference. History will be reported annually to parents using the work the child has completed in the study unit for reference.

I.C.T.

I.C.T. will be used to support the history curriculum especially in line with the aim to acquire information from various sources and record information and findings in various ways. I pads or Microsoft Word and Powerpoint to record findings from the internet to be encouraged. The school website, Twitter and other social media platforms are considered a great way of sharing the historical learning that takes place throughout the school – upon which we often display outstanding outcomes by our children.

Differentiation and Equal Opportunities

In line with our school's Equal Opportunity Policy, all pupils irrespective of race, gender and disability, should be allowed to achieve the level of success and self-esteem they deserve. Equal opportunity will be reflected in tasks, outcomes and grouping situations, allowing each child to progress at his / her own level.

Co-ordination

Whole school planning for the implementation of history will be undertaken by all staff. A history audit will be undertaken each year by the co-ordinator for inclusion in the school development plan with a view to acquiring more research resources and artefacts for the children to handle.

Additional Educational Needs

All pupils should have the opportunity to study history. Pupils with educational needs will be given support and work appropriate to their requirements.

Adults Other Than Teachers

We as a school encourage adults other than teachers to offer their expertise and skills. Adults are useful primary resource material in K.S.1 and in topics such as Britain since 1930. Links with Archaeology Outreach Service for artefacts and Viking-saga to be encouraged. We recognise that the responsibility for the well being of the pupils rests with the teacher.

Health and Safety

Safety should be of paramount importance; visits out of school to other establishments should be well supervised, and be risk assessed in line with L.A. procedures.

Teaching and Learning Strategies

A wide range strategies will be used as applicable. Pupils may work individually, in pairs, small groups or as a class. The pupils will learn through a combination

of teacher exposition, research and visits to historical sites, museums and from other expert adults.

Policy Review

This will be undertaken by the co-ordinator in consultation with the staff and senior management team.

This policy can be viewed in different formats.

Member of staff responsible :	Mr Hayes and Miss Hartley
Date Policy written:	May 2018
Date reviewed:	May 2019
Date to be reviewed	June 2020
Date approved by Governors:	
Signature of Chair of Governors:	