**CESTRIA PRIMARY SCHOOL**

**Policy and Guidelines for History**



**Our school policies reflect Cestria’s commitment to an inclusive, creative and exciting and continuous curriculum, based around high quality teaching and learning.**

**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.

**SKILL-BASED LEARNING**

The focus of our history teaching throughout the school will be on developing the following skills:

* to communicate historically using appropriate vocabulary
* to build an overview of British and world history
* to understand chronology
* to investigate and interpret the past using evidence from a wide range of primary and secondary sources

Children will apply these skills in a range of different context and, over time, develop a more sophisticated and in-depth understanding of each of the four strands.

Teaching in KS1 will, in accordance with the National Curriculum, focus on the lives of key individuals and key historical events. In KS2, however, we have adopted a chronological approach to our British and world history topics. For example, our study of British history will adopt the following pattern:

* Year 3 – Changes in Britain from the Stone Age to the Iron Age,
* Year 4 - The rise and fall of the Roman Empire and Anglo Saxons
* Year 5 – The Vikings
* Year 6 - Britain since 1066 (Was life really awful for children in the past?)

The school long term plan indicates the topics/units taught in each year group. This is available on our school website.

**TEACHING AND LEARNING**

Medium term plans show a balanced coverage of the programme of study following an enquiry based approach to teaching and learning. Opportunity is given to study “in depth” in each plan. Across each Key Stage, plans provide experience of different sources including museums, site visits and of different historical perspectives.

Teaching clearly focus’s on one or more of the key elements to identify objectives for learning: to develop knowledge and understanding of content in relation to historical concepts of period or situation, chronology, change and cause and consequence. Not all key elements need be developed in each unit.

Pupils are taught procedures and skill in using sources and gradually make more independent studies using these materials.

Pupils are taught to make judgements about evidence and be aware of different interpretations of the past.

Pupils learn about attitudes and ideas of people in past situations and reflect upon them in debate, discussion and role play, recognising that we see the past through our own values.

Pupils learn to draw their own conclusions about the past, based on evidence, imagination and questioning and present these in a variety of forms, including drama, poetry and display and sustained writing.

Pupils read a range of historical material, including fiction.

Teachers provide a balance in teaching approaches and identify a suitable progression in understanding and skills across each planning stage to continue to challenge pupils.

Teachers make links and encourage pupils to use previous knowledge in approaching new work.

Continuous Provision is crucial to the ongoing teaching and learning of history in order to provide an opportunity to revisit historical concepts, make connections between times and significant events and the opportunity to deepen knowledge and thinking.

**VISITS**

Whenever possible, visits related to History topics are made. Events are also organised within school.

**SUBJECT LEADER ASSESSMENT AND MONITORING**

The subject leader works alongside the SLT to monitor standards of teaching and learning at Cestria School. A structured cycle of observations, planning and work scrutiny and pupil interviews provide information to judge the effectiveness of the subject as well as future development points.

Informal assessments occur via observation, individual, group and class discussions, questioning opportunities, marking of work and through assessment for learning.

**S.E.N.D**

In accordance with school policy on differentiation and S.E.N.D, all children are given work suitable to their age, aptitude and ability. Pupils can:

* work on same content at different rates and levels through open-ended tasks matched to individual or group needs
* be helped to understand historical events and developments through studying the lives of individual people
* be taught concepts through discussion, concrete examples and practical activities

Exceptionally able pupils need open-ended tasks which enable them to:

* tackle more complex issues
* understand more difficult concepts
* deepen and broaden their knowledge and understanding of the historical events on developments they are studying
* use a wider and more demanding range of sources

**MARKING**

Work is marked according to the school marking policy – which is dependent on purpose, age of child and ability of the individual.

**CPD**

Where appropriate, members of staff, usually the subject leader, are sent on relevant courses. This is determined by the school management plan, the needs of individuals, year groups, the availability and suitability of courses offered.

**CROSS-CURRICULAR LINKS**

When and where appropriate, opportunities will be encouraged to promote historical learning across the curriculum. This could be through links with:

* Literacy - report writing, persuasive writing, speaking & listening, drama activities etc RE – telling stories etc
* Numeracy – chronological events, timelines
* Geography – map drawing, changing settlements etc
* Computing – using research tools (internet), word-processing
* Music – music from different time periods
* Art – famous artists

This policy is reviewed annually.