



Dringhouses Primary School

History Policy

History Policy

Rationale

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.

The teaching and learning of history at Dringhouses Primary School is intended to 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

In line with the national curriculum for history, we aim 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.

School Overview

History will be taught at Dringhouses Primary School through the use of the school's Learning Projects. The objectives and structure of the New National Curriculum (September 2014) will be followed for both KS1 (on a 3-year cycle) and KS2 (on a 4-year cycle). The children will develop their skills, knowledge and understanding during each of the Learning Projects.

Teaching of history

Children are given a wide range of experiences and resources as a stimulus for an area of study. Work is differentiated to support all pupils in mixed ability/mixed age classes. Children are encouraged to ask and answer questions, select and record information for evaluation and assessment. ICT, with its potential for enhancing the quality and standards of pupils' education, is used as appropriate. Teachers in all classes explore and plan appropriate opportunities for the use of ICT that enhance children's learning experiences in history.

Wherever possible, we plan first-hand experiences for the children, including the use of artefacts, photographs, school records, visits to buildings and sites of historical interest and oral accounts from visitors to school. Teachers use a variety of approaches to encourage and enthuse the children, including role play, presentations and drama, individual, paired and group activities, discussions and debates.

In the Early Years' Foundation Stage, history is taught through the areas of provision and evidence towards 'Knowledge and Understanding of the World' is recorded.

In KS1, at least one learning project each year is history-based, although subject content is interwoven throughout most learning projects. By the end of this key stage, each of the elements below will have been visited a number of times.

- 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.
- The lives of significant individuals in the past who have contributed to national and international achievements.
- Significant historical events, people and places in their own locality.

In KS2 many of the Learning Projects are built upon a history theme. This enables us to plan extra-curricular activities and performances with a strong history link, e.g. 'The Victory Tea'.

The Long Term Plan below, outlines the elements and skills to be covered across a four year cycle.

A 2014-2015	Dringhouses within York (Local History learning project reflecting WWI and WWII) History beyond 1066 (short study -parliament, links to general election, democracy) Mayan Mystery
B 2015-2016	Stone age to Iron age Ancient Greece (Olympics link)
C 2016-2017	Roman Empire York, a Chocolate City History beyond 1066 (short study – Joseph Rowntree, links to RE and local geography)
D 2017-2018	History beyond 1066 (short study –1960s) Anglo-Saxons and Scots (short study with links to RE, development of Christianity) Vikings (longer study) – to include Viking Festival Ancient Egypt

Equal opportunities

All pupils have equal access to the history curriculum regardless of gender, ethnicity, culture, religion, language, disability, age and social circumstances.

Inclusion

We teach history to all children, whatever their ability. Where necessary, we will modify the curriculum so that every child is able to access the history curriculum.

Recording and Assessment

We assess children's work in history by making informal judgements as we observe them during each history lesson. On completion of a piece of work, the teacher marks the work and comments as necessary. At the end of a unit of work, the teacher makes a summary judgement about the work of each pupil if they have yet to obtain, have met or have exceeded the unit objectives. We use this as a basis for assessing the progress of the child at the end of the year. Each child's progress is reported once a year to his/her parents, in the annual report.

Role of the History Leader

- to develop the history policy throughout the school
- to monitor progress in history
- to keep up to date with development in history education
- to offer support and advice to colleagues

Staff Training

Staff members are encouraged to attend any relevant courses to up-date themselves on information and approaches to the teaching of history. Professional development for staff, including training, is organised as appropriate.

Monitoring and Evaluation

The History Policy is reviewed in accordance with the rolling programme of policy review. The subject is also informally monitored annually by the subject leader.

Policy reviewed March 2016
Next review Spring 2018