

History Policy

Norman Street Primary School



Approved by Governors:

Chair of Governors: Rev K Teasdale

Acting Headteacher: K Hodges

Date: October 2022

Review Date: October 2023



History Policy

Introduction

The English National Curriculum identifies the history that we have to teach. The programme of study for history specifies which events and time periods should be taught, (e.g. the Roman Empire and its impact on Britain). Within these, the programme of study gives examples of what could be included in the teaching of the larger areas of study, but these are non-statutory suggestions. Our school therefore has much freedom to choose exactly what we teach. In addition, the programme of study for history offers us flexibility to construct a learning sequence most appropriate to us.

The History curriculum

Norman Street Primary School has organised the teaching of history as follows:

KS1

Year 1:

- Changes within living memory - where appropriate, these should be used to reveal aspects of change in national life
- 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

Year 2:

- Events beyond living memory that are significant nationally or globally
- Significant historical events, people and places in their own locality

KS2

History in KS2 covers select aspects of both British history and world history. Our coverage of British history progresses chronologically with the aim that pupils will gain a sense of narrative over several years.

Year 3:

- Changes in Britain from the Stone Age to the Iron Age
- The achievements of the earliest civilizations - an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; the Indus Valley; Ancient Egypt; the Shang Dynasty of Ancient China

Year 4:

- The Roman Empire and its impact on Britain
- A local history study

Year 5:

- Britain's settlement by Anglo-Saxons and Scots
- The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor
- Ancient Greece - a study of Greek life and achievements and their influence on the western world

Year 6:

- A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 (WW1)
- A non-European society that provides contrast with British history - one study chosen from: early Islamic civilization, including a study of Baghdad C AD900; Mayan civilization C AD900; Benin (West Africa) C AD900-1300

Teaching

Teachers should make use of the Unity resources for history where these exist for their year group. They can be found in the history folder on the Google Drive. The Unity resources provide sequences of learning, knowledge organisers, knowledge notes, study specific vocabulary, study quizzes and teaching resources. The Unity resources are not a lesson plan but should be used by teachers as they plan lessons. In addition to teaching new content, teachers should plan in lessons to revisit and revise knowledge taught in previous year groups and earlier in their own year. Using study quizzes before, during, after and months after the teaching of history is an effective way to revisit knowledge. History tends to be taught in blocks, the length of which should be determined by the content to be covered, as opposed to how many weeks are in the half term.

There are a huge range of resources and approaches that teachers can utilise in their lessons. PowerPoints, loan boxes, historical artefacts to touch and investigate, interviews with visitors, augmented reality apps, field trips, audio experiences and museum visits to name a few can all enrich history lessons, and teachers are encouraged to be creative.

In KS1 children will generally complete history work in their topic books. In KS2 children have a specific history and geography exercise book in which to complete history work. This book will stay with them over several years and make it easier for children and teachers to see the things they have been taught over time. A history study will generally begin with children taking the study quiz using the Socrative app on the iPads. The knowledge organisers and vital vocabulary sheets are stuck in the book. These contain key knowledge for the particular area of study being taught. Children will then have this key knowledge available to them in their book as they learn about the topic and, perhaps more importantly, as something they can look back on and revise from in future months and years. Knowledge notes for specific lessons are stuck down the left-hand side of the page.

Assessment

The History tracker is used to record history assessments. As can be seen in the Year 4 example below, it is split into 3 strands: knowledge, skills and vocabulary.

The assessment statements do not cover everything that could or should be taught. This information is found in the Progression of Skills document and Unity Resources. They do, however, establish whether a child is working towards, expected or exceeding. Where study quizzes exist, these can be used to inform the judgements made by teachers. The History tracker should be completed by teachers at the end of a history study and updated when necessary, for example after a revisit of a skill or history study.

Year 4 History Assessment			
	name	name	r
Knowledge Stone Age quiz (after revision) 4=80%+ 3=60%+			
Knowledge Romans quiz (End of Study) 4=80%+ 3=60%+			
Knowledge Local Study - Norman Street Primary school			
Skills Can they place periods of history on a timeline showing periods of time?			
Skills Can they give an overview of life in Britain from the Stone Age to the end			
Skills Can they explain how events from the past have helped shape our lives?			
Skills Do they appreciate how items found belonging to the past are helping us			
Skills Can they give more than one reason to support an historical argument?			
Skills Can they communicate knowledge and understanding orally and in writing			
Vocabulary Have they shown good understanding and use of study specific wo			

The role of the history coordinator

The coordinator will do the following as needed:

- see that the history curriculum is covered and resourced
- act as a consultant for staff and provide advice and support
- monitor work to check that continuity and progression are taking place in accordance with the history curriculum
- monitor and review children's work and quality of teaching
- lead CPD for staff
- keep staff up to date with current developments in history
- review the strengths and weaknesses in history and indicate areas for further development

References

History programmes of study: key stage 1 and 2
National curriculum in England

Written by Gregg Paterson
Reviewed by Gregg Paterson June 2022