

# CRUDGINGTON PRIMARY SCHOOL HISTORY POLICY



September 2015

## HISTORY POLICY

### Purpose of study

At Crudgington Primary School we aim to offer a high-quality history education that will help pupils gain a coherent knowledge and understanding of Britain's past and that of the wider world which 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 within modern Britain.

### Aims -

The national curriculum for history aims to ensure that all pupils by the end of each key stage, know, can apply and understand the matters, skills and processes specified in the relevant programmes of study.

#### Key Stage 1

Pupils within KS1 will be taught about:

- 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. Some should be used to compare aspects of life in different periods, significant historical events, people and places in their own locality.

#### Key Stage 2

Pupils within KS2 will be taught about:

- Changes in Britain from the Stone Age to the Iron Age.
- The Roman Empire and its impact on Britain.
- 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.
- A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.
- 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.
- Ancient Greece – a study of Greek life and achievements and their influence on the western world.
- A non-European society that provides contrasts with British history - one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300

### Teaching and Learning Styles:

The expectation is that Learning and teaching styles will differ from each lesson and will address the needs and wants of the children and the needs and wants of the subject being taught. At Crudgington Primary School we utilise many learning and



teaching styles. History will be taught through themed based lessons alongside and within other curriculum subjects, eg, Literacy, I.C.T, as well in separate history lessons.

As far as possible, history should be biased towards practical lessons, with artefacts and drama playing a key part. Trips and visitors also greatly enhance our History curriculum.

### **History planning:**

History is planned for by class teachers and is cross curricular where possible/appropriate. Each teacher has a planning Curriculum folder where guidance can be found for planning each topic at the correct time to ensure progression throughout the school.

### **Cross-Curricular Links and History:**

Teachers should make every effort to bring history into other areas of the curriculum.

- Writing about different periods of history or in the style of the period can help to bring history alive within **literacy**.
- Use of timelines and statistics could be used within **maths** and word problems can easily be produced to include the topic.
- **ICT** can be used for research and to present information to the rest of the class/others. Also projects within Scratch can be based on historical themes.
- **Geography** shares a natural link with History and places and environments linked with historical periods should be explored fully.
- **Art** can be used creatively to explore styles/techniques and art forms synonymous with ancient cultures, recreate artefacts, and to present the children's own work inspired by the topic.



### **Assessment and recording:**

Formative assessment is the basis for assessment in History. History work, where appropriate, will be recorded in Topic books but evidence will also be photographic and evident on classroom displays.



### **Resources:**

Resources are held across the school and are available from the Shropshire Library Service through our membership – topic boxes can be ordered by email or through the school office. For effective teaching of history, resources (books, artefacts, etc) should be present on display and accessible to children within all classrooms.

### **Inclusion and Differentiation:**

All children must have regular access to History appropriate to their stage of development. Challenge for all is integral to our teaching and we aim to encourage all pupils to reach their full potential through the provision of varied opportunities. Work must be differentiated to aid children's learning. Also, more-able children should be given open-ended tasks and be given opportunities for further research and more challenging studies. We recognise that our curriculum planning must allow pupils to gain a progressively deeper understanding and competency as they move through our school.



**Community Links:**

History at Crudgington Primary School contributes to the community by promoting the study and understanding of local sites, including the direct locality of the school. This is in order for children to have an understanding of their local heritage; to develop a sense of pride in their community ensuring they are willing and able to protect the history, environment and culture for future generations.

**Monitoring and review:**

The History Coordinator and class teacher is responsible for monitoring the standard of the children's work and the quality of teaching in history. The History Coordinator is responsible for supporting colleagues in the teaching of history, for being informed about current developments in the subject and for providing a strategic lead and direction for the subject in the school. The History Coordinator will complete an annual report where they evaluate the strengths and weaknesses in the subject and indicate areas for further improvement. The History Coordinator must therefore make full use of non-contact time to undertake monitoring of history across the whole school.

**Gavin Newell-Hill    September 2015**