



Haydon Wick Primary School History

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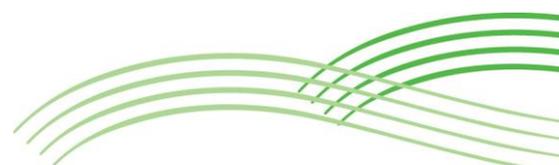
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'History is an attempt to make meaningful reconstructions of the human past and thereby increase our understanding of the present.'

At Haydon Wick Primary School, we teach history to enable the children to develop a sense of their place in time and to help them to understand different times and cultures so that they can develop their own identity.

We want to stimulate the children's interest and understanding about the life of people who lived in the past. We teach the children a sense of chronology and through this, they develop a sense of identity and a cultural understanding based on their historical heritage. They will learn to value their own and other people's cultures in our modern multicultural Britain.

We teach children to understand how events in the past have influenced our lives today. We also teach them to investigate these past events and by so doing develop the skills of enquiry, analysis, interpretation and problem solving.

Aims

To implement and ensure coverage of Key Stage 1 and Key Stage 2 of the History National Curriculum (2014)

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.

Teaching and Learning

The National Curriculum statements of attainment and programmes of study are followed by all teachers. By the end of Key Stage 2 all children should have had experience of all statements of attainment.

History will be taught as a class or group activity usually by the children's own teacher.

Visitors are invited to come to school and talk about their experiences of events in the past. We use workshop events to bring History into school in the form of drama and experience days. Classes organise Topic focus days when children dress up and experience cross-curricular events related to their topic of study.

Visits to museums and Historical sights are organised whenever possible. We recognise and value the importance of stories in history teaching and we regard this as an important way of stimulating interest in the past.

History teaching focuses on enabling children to think as historians. Wherever possible we examine historical artefacts and primary sources.

It is our aim to help children understand that historical events can be interpreted in different ways and we should always be asking searching questions like "how do we know?"

Where appropriate we teach History in a cross curricular approach, for example;

ICT- children use ICT in history to enhance their skills in presentation of their research and written work. The internet is used for research. Teachers use interactive whiteboards to enhance their teaching in history lessons.

English- history teaching promotes the skills of reading, writing speaking and listening. For example, in key stage 1 books are widely used in literacy lessons to develop children's knowledge of how people lived in the past and the differences between now and then. At key stage 2 children debate and discuss the lives of people in the past, developing their speaking and listening skills. Role play and drama may be used to enhance children's understanding of the way things were.

Maths- children learn to use numbers when developing a sense of chronology through doing activities such as time lines.

Our medium term planning is on a two-year rotation cycle as we have mixed age classes. In this way, we ensure that children have complete coverage of the national curriculum but do not repeat topics. However, there may be occasions when it will be necessary to use a subject led mini topic for some aspects of the history curriculum.

(The Two Year Topic Cycle is attached to the end of this policy)

Progression

We begin a new history topic by referring to knowledge gained from previous topics studied.

We expect increasing independence when investigating as pupils move through the school drawing evidence from photographs, artefacts, books, documents, along with ICT resources and people if appropriate.

We introduce new and more complex types of evidence, such as plans and documents to the older classes, to develop research skills.

Resources

In every topic, children should have the opportunities to handle first hand evidence. Resources are stored in labelled topic boxes in a central area and are added to regularly. (Topic boxes are currently being developed to cover new aspects of the 2014 History Curriculum and extra resource budget has been allocated for this.)

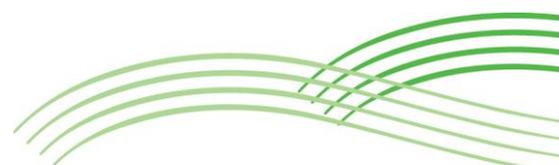
Resources from The Swindon Learning Centre are ordered by class teachers to complement school resource.

Assessment

Children will be assessed by teachers throughout the Key Stages.

We assess the children's work in history by making informal judgements as we observe children during lessons.

The history subject leader keeps some samples of children's work and selected pieces of work of different abilities are looked at.



Class teachers keep the children's history work in their cross-curricular topic folders.

Reporting to parents will be on an annual basis of each child's progress and achievement and through termly parent's evenings.

Special Needs

We teach history to all children whatever their ability. History forms part of the school curriculum policy to provide a broad and balanced curriculum to all children.

Those children who are recognised as having special educational needs will follow similar programmes of study as their peers. However, the work, if necessary will be differentiated to meet individual children's needs.

Equal Opportunity

Equal opportunity will be extended to all pupils.

Health and Safety

We recognise the importance of close supervision of the children during activities undertaken outside the classroom. Risk assessments are completed before trips and visits. We invite parents and educational support assistants to help the class teacher ensure the safety of the children on such occasions.

Monitoring and review

At the end of each academic year, this policy will be discussed and if necessary revised in the light of any changes.

