

## RATIONALE

History is the interaction of people and events throughout time in the world. The past influences all aspects of our lives, shaping the customs and beliefs of the communities to which we belong. The study of history can help children to make sense of the world, the community in which they live and help them to develop an appreciation of how people, past events and actions have influenced and formed their present lives.

## AIMS

- ♦ To know and understand how people's lives have shaped Britain, and how Britain has influenced and been influenced by the wider world.
- ♦ To know and understand significant aspects of the history of the wider world.
- ♦ To gain an understanding of historical vocabulary (e.g. empire and civilisation) and to be able to use this accurately in context.
- ♦ To understand historical concepts and make connections, creating their own structured accounts.
- ♦ To understand the methods of historical enquiry, using evidence to do so.
- ♦ To use their growing historical knowledge to make connections between local, regional, national and international history.

## FOUNDATION STAGE OBJECTIVES

- ♦ To be able to talk about past events in their own lives and the lives of family members.
- ♦ To begin to know about the child's own culture and beliefs and those of other people.

## KEY STAGE 1 OBJECTIVES

Pupils should be taught about:

- ♦ Changes within living memory.
- ♦ 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, using these to compare aspects of life in different periods.
- ♦ Significant historical events, people and places in their own locality.

## KEY STAGE 2 OBJECTIVES

Pupils should 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 local history study.
- ♦ A study of an aspect or theme in British history than extends pupils' chronological knowledge beyond 1066.

## ORGANISATION AND PLANNING

Children at Beckstone Primary follow the Foundation Stage Curriculum and the National Curriculum Key Stage 1 and 2 programmes of study. Our long term plans can be found on our website. Short term plans which list the specific learning objectives of each lesson are recorded on each class teacher's weekly plan.

## TEACHING AND LEARNING

At Beckstone Primary School we use a variety of teaching methods to cater for the different learning styles of the children. All staff use speaking and listening activities as a tool for learning. We recognise the importance of examining historical artefacts and primary sources so topic boxes are borrowed from The Beacon Museum, Tullie House Museum and The Helena Thompson Museum. The local museums also organise handling sessions. Children are given the opportunity to visit sites of historical significance e.g. Hadrian's Wall and Vindolanda. When we have no local sites, we pay for historians to visit school and talk about their specialist subjects. In Key Stage 1 visitors are encouraged to come into school and talk about their experiences in the recent past.

The children are encouraged to record their work in a variety of ways e.g. drawings, reports, diary entries, plays and arguments.

## PROGRESSION AND CONTINUITY.

Progression in History involves developing historical perspective through:

- wider more detailed and chronologically secure knowledge
- deeper understanding of more complex issues
- sharper methods of enquiry and communication
- closer integration of history's key concepts
- greater independence in applying all these qualities

## ASSESSMENT AND RECORDING

See Assessment and Recording Policy

## RESOURCES.

- Medium Term Plans.
- Teachers books, videos and children's topic book packs are stored in classrooms.
- Project Boxes from School Library Service.
- Guided Reading Packs.
- Artefacts stored in Co-Ordinator's room.



## I.C.T.

The children can access I.C.T. programmes via the history folder on the elearning platform. Children are encouraged to use the internet to research historical information. The school also subscribes to 'Curriculum Visions Online' which is very rich in Historical Texts.



Children can record, edit and print their work using the computers in the classroom or the I.C.T. suite.

## ROLE OF THE CO-ORDINATOR

- ♦ To monitor and evaluate the teaching and learning of history by checking planning, observing lessons and scrutinising children's work.
- ♦ To draw up an action plan to discuss with senior management.
- ♦ To liaise with the Governor responsible for history.
- ♦ To help and advise colleagues.
- ♦ To keep up to date with developments in the teaching of history.
- ♦ To audit, then purchase and co-ordinate history resources within the limits of the budget.
- ♦ To review the policy.

## EQUAL OPPORTUNITIES

See policy on Equal Opportunities.

## S.E.N.

See policy on S.E.N.

## GIFTED AND TALENTED.

See policy on Gifted and Talented.

Date of policy: Summer 2017

To be reviewed: Summer 2019



# History Policy