

# Sherwood Primary School

## History Policy



May 2022

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### Sherwood Curriculum Rationale

We aim to provide a creative and challenging curriculum that inspires our children and prepares them for life in a culturally diverse and ever-changing world. High expectations, inclusive approaches and excellent teaching will form the basis of all our work. Our pupils will have the opportunity to explore, ask questions, discover and become resilient, independent learners. Our Curriculum will prepare our children for life-long learning.

Inspire • Explore • Achieve

### Sherwood Values

Teaching and Learning at Sherwood Primary School is underpinned by six core values.

The 6 Sherwood Core-Values are:

- Honesty
- Perseverance
- Respect
- Adventurous
- Aspiration
- Independence

Alongside our core values, we also promote the fundamental British values of democracy, the rule of law, individual liberty, mutual respect and tolerance of those with different faiths and beliefs across the curriculum.

### Equality

At Sherwood, we believe that equality should permeate every aspect of School life and is the responsibility of every member of our School Community.

Every member of our School Community should feel safe, secure, valued and of equal worth. We are committed to ensuring equality of education and opportunity for all pupils; irrespective of race, gender, gender variance, disability, belief, religion socio-economic background or sexual orientation.

It is our aim to understand and tackle the different barriers which could lead to unequal outcomes for different groups of pupils in School. The Equality Act provides a framework to support our commitment to valuing diversity, tackling

discrimination, promoting equality and fostering good relationships between people. It is our aim to celebrate and value the equal opportunity achievements and strengths of all members of our School Community.

## Purpose of study

A high quality history education should give children a natural fascination and want to learn more about the events in the past that have shaped this country and in fact the world. History teaching should not only give the children the facts but the opportunity to find out for themselves and make their own judgements and validity of sources of evidence. Children will be develop sense of chronology and be able to order key events of the past. They will also develop a solid understanding of key historical concepts such as invasion, democracy, settlement and empire.

## Aims

The aim of history teaching here at Sherwood Primary School is to provide a high-quality history education which 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. It should develop the children's understanding of chronology and the passing of time. 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 and the challenges of their time.

Through use of 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.

## Teaching and learning style

History teaching focuses on enabling children to think as historians and act like historians. We place an emphasis on examining historical artefacts and primary sources. We encourage educational visits and we welcome visitors into the school to talk about their experiences of events in the past. 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. We focus on helping children understand that historical events can be interpreted in different ways and that they should always ask searching questions, such as 'how do we know?', about information they are given.

We recognise the fact that in all classes there are children of widely-different abilities in history and we seek to provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this by:

- Setting common tasks which are open-ended and can have a variety of responses;
- Setting tasks of increasing difficulty. Not all children complete all tasks;
- Grouping children by ability in the room and setting different tasks for each ability group;
- Providing resources of different complexity depending on the ability of the child;
- Using teaching assistants to support children individually or in groups.

## History curriculum planning

We use the National Curriculum (2013) as the basis of our curriculum planning. We have written our own curriculum making sure that all areas of the National

Curriculum are covered in a unique, engaging and inspiring way for the children of Sherwood Primary School to access.

The whole school topic overview, maps out the topics that should be covered in each year group. Each year group covers three topics over the course of the year.

Our medium term plans give details of each unit of work, including learning objectives, teaching activities, and learning outcomes. All the medium term maps can be found in the subject overview. Our short term plans are annotated with dates and teaching notes.

We have planned topics in history so that they build upon prior learning. We ensure that there are opportunities for children of all abilities to develop their skills and knowledge especially of the concept of chronology and the passing of time. We also to build upon children's understanding of the terms civilisation, empire, parliament, peasantry and settlement as the children progress through school.

## Foundation Stage

We teach history in the Foundation Unit as an integral part of the topic work covered during the year. We relate the history side of the children's work to the objectives set out in the Early Learning Goals which underpin the curriculum planning for children aged three to five. History makes a significant contribution to the ELG objectives of developing a child's knowledge and understanding of the world through activities such as dressing up in historical costumes, looking at pictures of famous people in history or discovering the meaning of new and old in relation to their own lives.

## Key Stage 1

Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. They should use a wide vocabulary of everyday historical terms. They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. They should understand some of the ways in which we find out about the past and identify different ways in which it is represented.

In planning to ensure the progression described above, we teach about the people, events and changes outlined below. Teachers are often introducing pupils to historical periods that they will study more fully at key stages 2 and 3.

Pupils should 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 for example, the Great Fire of London taught in Year 1.
- 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 (for example, Rosa Parks studied in Year 2 and Alexander Graham Bell studied in Year 1).
- significant historical events, people and places in their own locality.

## Key Stage 2

Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources. Understanding of specific historical vocabulary and concepts is crucial to our history curriculum. The children will continue to develop their understanding of specific historical vocabulary and concepts as they move through the school. (For example; the idea of settlement will be discussed in the Roman invasion topic in Year 3 and then developed further when learning about the Anglo Saxons and Viking Invasion in Year 5).

In planning to ensure the progression described above, teachers should combine overview and depth studies to help pupils understand both the long arc of development and the complexity of specific aspects of the content.

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 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 Egypt
- 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 –; Mayan civilization c. AD 900

## Assessment

We assess children's work in history by making informal judgements as we observe them during lessons; by marking work and commenting as necessary. At the end of a unit of work, teachers make a summary judgement about the work of each pupil in relation to the specific assessment documentation we have written for each unit. Children are assessed at working at age related expectations and working above and below these expectations. Comments are made and passed on to the subject leader and used to inform end of year report writing. We use these judgements as the basis for assessing the progress of each child and we pass on this information to the next teacher at the end of the school year.

## Special Educational Needs

The children with Special Needs will have access to to the full history curriculum. In classroom based lessons tasks and resources will be differentiated so all children can achieve their full potential. When on visits outside of the classroom, additional support will be given to these children to allow them to access all areas of the visit. Access arrangements should be considered when deciding on the suitability of a visit location.

## Health & Safety

Visits to museums and other historical sites are an important part of the history curriculum. The visit should stimulate and enthuse children's understanding of the topic they are studying. Visits should be well organised and have a impact on the teaching and learning prior to and after the visit. The visit should be well planned by the class teacher or leader with the safety and welfare of the pupils and staff of the upmost importance.

The following health and safety guidelines should be taken into consideration:

- A preliminary visit should take place before the visit by the visit leader.

- Parents should be informed of any visits outside of the school grounds. A clear itinerary should be given and their consent and emergency contacts details gathered.
- Any volunteers should be informed of emergency procedures, any special requirements of the children in their care and the Sherwood expectations of behaviour and mobile phone use.
- The children should be supervised at all times.
- The school policy of 1:6 to be followed at KS2 and 1:4 at KS1.

Please see the visits policy or EVC for more detailed information regarding educational visits.

## The contribution of history to other subjects

### English

History contributes significantly to the teaching of English in our school by actively promoting the skills of reading, writing, speaking and listening. Some of the texts that we use in the English are historical in nature. Children develop their speaking and listening skills through discussing historical questions or presenting their findings to the rest of the class. They develop their writing ability by composing reports and letters and through using writing frames.

### Mathematics

History teaching contributes to the teaching of mathematics in a variety of ways. Children learn to use numbers when developing a sense of chronology through doing activities such as timelines. Children learn to interpret information presented in a graphical or diagrammatic form.

### Information and communication technology

We use ICT in history teaching where appropriate. Teaching staff may use the interactive whiteboard and the internet to introduce new learning and a variety of sources. Children may use ICT in a variety of different ways. They may use iPads to research and present their work. Work maybe completed on seesaw and then submitted for marking online. Other apps on the iPads may be use like iMovie, Green screen and PicCollage to create children's responses to tasks.

### Personal, social and health education and citizenship

History contributes significantly to the teaching of personal, social, citizenship and health education. Children develop self-confidence by having opportunities to explain their views on a number of social questions. They learn



how society is made up of people from different cultures and start to develop tolerance and respect for others.

## Spiritual, moral, social and cultural development

When teaching history, we contribute to the children's spiritual development where possible, for example, with the Key Stage 1 unit of work, learning about the life of Rosa Parks. We also provide children with the opportunity to discuss moral questions, or what is right and wrong. Children learn about the role of the church in Tudor times and they find out how British society has changed over time. The history programme of study enables children to understand that Britain's rich cultural heritage can be further enriched by the multi-cultural British society of today.

## Resources

There are a selection of resources and artefacts for the history topics taught at Sherwood. We keep these resources in the resources cupboard at the front of the school. In order to continuously replenish resources and build up a quality collection of historical artefacts, teachers are asked towards the end of the school year which resources they would like for the following year. These are usually ordered by the history subject leader at the end of the school year.

## Role of the Subject Leader

Throughout the year staff are encouraged to feedback information and ideas to the history subject leader, such as how a particular topic is progressing and the work that the children are undertaking, comments upon the availability and suitability of resources and other relevant comments about the overall structure of the history curriculum.

The history subject leader is responsible for maintaining history resources, monitoring their use. Collecting and analysing the assessment data and supporting teachers in their delivery of the history curriculum at Sherwood.

## Role of the Governor

At Sherwood, there is a named History Governor. Their role is to meet termly with the history subject leader to discuss the latest developments within the subject at Sherwood is invited to attend relevant school INSET. They may be involved in book and planning monitoring exercises and take part in learning walks through the school. The governor's role is to be a 'critical friend' asking questions that encourage clear thinking and positive support throughout the school.

## Monitoring and Evaluation

Monitoring and evaluation will be conducted according to the priority given to history within the School Improvement Plan. The timescale involved in the evaluation may differ from year to year. Evaluation is most likely to be on an annual basis but will also have to take account of any changes in the National Curriculum for history.

Evaluation and review of the Policy for history and any schemes of work will take place in line with the School Improvement Plan.

## Review

Approval date: May 2022

Review date: May 2025

Signed (Headteacher):

Signed (On behalf of the Governing Body):