

Packmoor Ormiston Academy

History policy 2019 - 2020

'Inspiring individuals to achieve and excel'

At Packmoor Ormiston Academy we believe history education 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.

Aims

The aims of history in our school are:

- 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.

Objectives

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.

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, the first aeroplane flight or events commemorated through festivals or anniversaries].
- 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, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell].
- 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.

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 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.

Skills

Through the study of History, pupils will acquire skills to:

- use wide vocabulary including everyday historical terms.
- ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events.
- address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.

Planning

Curriculum planning is in 3 phases (long-term, medium-term and short-term).

Packmoor Primary School adopts a thematic approach to teaching and learning and therefore the delivery of History is linked to a variety of topics throughout the year.

This approach enables children to make cross curricular links at every possible opportunity. Teachers in KS1 and KS2 use the Chris Quigley Essentials Milestones to plan and set appropriate History learning objectives.

In the Foundation Stage children follow the Development Statements to develop their Understanding of the World. Foundation Stage planning also adopts the topical and cross curricular links.

Equal Opportunities and Inclusion

All pupils at Packmoor Primary School share the same statutory entitlements to a broad and balanced curriculum. History can be expressed using a range and variety of techniques. Teachers can select those that are appropriate to each child's level of ability to ensure progress.

All children have access to the full range of activities involved in learning History. Where children participate in activities outside school (e.g. field trips, trips abroad), risk assessments are carried out prior to the trip, to ensure that the activity is safe and appropriate for all pupils.

To ensure that pupils of all abilities make worthwhile progress in history:

- all pupils tackle the same core enquiry questions;
- teachers provide suitable ways for pupils of different abilities to access difficult ideas: for example, for low-attaining pupils by increasing the degree of support through their own advice, by using relevant resources, or by the use of other adults;
- teachers should challenge higher-attaining pupils by expecting them to interrogate more demanding sources, by expecting them to work with greater independence and by raising expectations about how they might communicate their ideas;

- teachers use a range of teaching styles in each lesson in order to match the range of learning styles represented in a typical class.

Special Educational Needs

It is important to take account of individual differences and ensure that the organisation and pace of lessons allows children with Special Educational Needs to develop a sense of achievement in History. Activities and tasks should be differentiated to suit the needs of all pupils including those with education, health and care plans. (EHCP)

Assessment

The assessment of pupils' work can provide information for pupils, teachers and parents:

1. to enable pupils to reflect upon and celebrate achievement;
2. to help plan for progression, continuity and to inform planning for future work;
3. to communicate achievement and identify areas for further development to pupils, parents and teachers;
4. to evaluate the effectiveness of teaching and learning.

Assessment may be carried out using opportunities including children's written work, presentation and discussions and observations during practical tasks.

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