



HISTORY POLICY FOR SHAKESPEARE PRIMARY SCHOOLS

To be reviewed: every 3 years

Governor Curriculum Responsibility Assigned To: Curriculum

Adopted by Governors: Nov 2009

Amended and Reviewed by WM: 08/06/2020

Approved by Governors: 02/07/2020

Intent

At Shakespeare, we aim for a high-quality history curriculum which should inspire in pupils a curiosity and fascination about not only Britain's past but that of the wider world. Our teaching equips pupils with knowledge about the history of Britain and how it has influenced and been influenced by the wider world; know and understand about significant aspects of the history of the wider world like ancient civilisations and empires; changes in living memory and beyond living memory; learn about the lives of significant people of the past; understand the methods of historical enquiry and be able to ask and answer questions. We want children to enjoy and love learning about history by gaining this knowledge and skills, not just through experiences in the classroom, but also with the use of educational visits and visitors.

Implementation

In ensuring high standards of teaching and learning in history, we implement a curriculum that is progressive throughout the whole school. History is taught by focusing on knowledge and skills stated in the National Curriculum. At Shakespeare, we ensure that history has the same importance given to it as the core subjects, as we feel this is important in enabling all children to gain 'real-life' experiences. For example, using the local area to look at how buildings have changed in Key Stage 1, to comparing the similarities and differences in environments and communities in Lower Key Stage 2, through to looking at an in-depth study of the locality in Upper Key Stage 2. At Shakespeare we shape our history curriculum to ensure it is fully inclusive to every child. Our aims are to fulfil the requirements of the National Curriculum for History; providing a broad, balanced and differentiated curriculum that encompasses the British Values throughout; ensuring the progressive development of historical concepts, knowledge and skills; and for the children to study life in the past.

Impact

Teachers draw on the intelligence gained from formative assessment of pupils to make a summative judgement as to whether the pupil has achieved the expected level of attainment detailed in the performance descriptor, exceeded the expectations or has yet to reach the anticipated level. Evidence is drawn from a wide range of sources to inform this process including, interaction with pupils during discussions and related questioning, day to day observations, practical activities and role-play and writing. The impact and measure of this is to ensure that children at Shakespeare are equipped with historical skills and knowledge that will enable them to be ready for the curriculum at Key Stage 3 and for life as an adult in the wider world whilst progressing at the expected standard. Engaging children with compelling and challenging enquires will enable them to build chronologically secure knowledge and understanding across different time periods. Children can 'think chronologically' and identify similarities and differences between ways of life in different historical periods. We want the children to have thoroughly enjoyed learning about history, therefore encouraging them to undertake new life experiences now and in the future.

In Key stage 1 children 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 KS1 at Shakespeare children are taught about:

- 1 Changes within living memory – where appropriate, these should be used to reveal aspects of change in national life.
- 2 Events beyond living memory that are significant nationally or globally. For example, the Great Fire of London.)
- 3 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 Mary Seacole, Florence Nightingale and Edith Cavell.

- 4 Significant historical events, people and places in their own locality.

In Key Stage 2 children 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.

In planning to ensure the progression described above through teaching the British, local and world history outlined below, 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.

Children cover nine areas in KS2 History. (The year group in which each theme is taught can be seen next to each theme).

1. Changes in Britain from the Stone Age to the Iron Age (Year 3)
2. The achievements of the earliest civilizations – an *overview* of where and when the first civilizations appeared *and a depth study* about Ancient Egypt. (Year 3)
3. Ancient Greece – a study of Greek life and achievements and their influence on the western world. (Year 4)
4. The Roman Empire and its impact on Britain. (Year 4)
5. Britain's settlement by Anglo-Saxons and Scots and the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor. (Year 5)
6. A non-European society that provides contrasts with British history – Mayan civilization c. AD 900. (Year 5)
7. Study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 a significant turning point in British history, for example, WW2. (Year 6)
8. Local study – Victorian Fleetwood (Year 6)

CLASS ORGANISATION AND TEACHING STYLE

Within classes, pupils are taught individually, in groups, or as a class as appropriate, according to the learning task. Although children in the teaching groups are in broad bands they nevertheless display a wide range of abilities with regard to this area of the curriculum. The Class Teacher will provide differentiated activities for the children through task, outcome, resources and the support given to meet the needs of the individual. The mix that exists encourages all pupils to gain in confidence and share ideas with each other.

PLANNING

Planning is used to:

- a) set clear objectives
- b) ensure work is matched to pupil's abilities, experience and interests
- c) ensure progression, continuity and subject coverage throughout the school

ASSESSMENT

Assessment is used to:-

- a) Provide diagnostic information about individuals/groups.
- b) Plan future teaching and learning
- c) Provide summative information for teachers
- d) Provide information for parents
- e) Contribute to each child's curricular record

RECORD KEEPING

Records of pupil's achievements are kept to:-

- a) plan pupil's future learning
- b) report progress to parents
- c) maintain a written record of pupil's learning
(Further details are included in the School's Assessment Policy.)

REPORTING

Details of reporting arrangements in History are included in the School's Assessment Policy.

RESOURCES AND ACCOMODATION

We aim to ensure that there are sufficient resources available for all history teaching units in the school. It is the role of the co-ordinator to liaise with staff to ensure that there are sufficient resources available and source new ones from the annual History budget.

SPECIAL EDUCATIONAL NEEDS

In order to provide work that is appropriate to the learning experiences of the individual children it is necessary for the teacher to be aware of the statements/individual educational programmes that apply to children in the class that he/she is teaching. This will assist in the planning of differentiated material for the class so that all children will be able to achieve at the level that is appropriate to their abilities.

HISTORY CO-ORDINATOR ROLE

In planning, the co-ordinator should:

- Plan work with teachers
- Review and contribute to teacher planning

- Develop and amend the policy and monitor history coverage
- Prepare and evaluate subject development plan

The co-ordinator will assist staff by:

- leading staff meetings
- planning/leading INSET activities
- providing consultancy/advice
- specifying and ordering all resources
- co-ordinating staff requests for resources
- monitoring and maintaining condition and availability of resources.

The co-ordinator's responsibility for monitoring and evaluating includes:

- analysing pupil's access to the subject
- reviewing teachers' plans
- reviewing teacher/pupil records
- reviewing assessment

INSET PROVISION

Staff development in this area of the curriculum is available through LEA Courses. The needs of the school are identified through appraisal, curriculum review, external advice and school development planning. They are prioritised and recorded by the co-ordinator and Head teacher who will also review the effectiveness of INSET on the teaching and learning. School INSET provides the opportunities to compare developments in this area of the curriculum with other colleagues.

EQUAL OPPORTUNITIES

It is the responsibility of all teachers to ensure that all pupils, irrespective of gender, ability, including able and gifted children, ethnicity and social circumstance, have access to the curriculum and make the greatest progress possible. The use of differentiation by outcome allows children to respond to the work presented to them at the appropriate level.

EVALUATION

This policy document will be regularly reviewed to assess its value as a working document.

Evaluation is carried out to enhance teaching and learning and is the responsibility of all staff. Evaluation will include content of the pupil's progress, organisation and teaching methods and effectiveness of INSET. Methods of evaluation will include:

- assessing pupils work and achievements
- reviewing coverage of Programmes of Study
- analysis of plans
- staff discussion
- external advice

Those areas which have not worked particularly well (i.e. sections of plans/certain topics) will be modified according to the experiences that have taken place.