



Shawlands Primary School



History Policy

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History Policy at Shawlands Primary School

Introduction:

At Shawlands Primary School we believe that history is an essential subject that allows our students to develop a deeper understanding of the world around them. Through the study of history, students learn about past events, people, and cultures, which helps them make connections to the present and shape a more informed future. This History Policy outlines our approach to teaching history at our primary school.

Aims and Objectives:

Curriculum:

We will follow the national curriculum guidelines for history, ensuring that our students have access to a broad and balanced history education that covers different time periods, civilizations, and historical events.

Engagement:

We aim to make history engaging and enjoyable for our students. Lessons will incorporate a variety of teaching methods, including storytelling, hands-on activities, visits to local historical sites, and the use of multimedia resources.

Critical Thinking:

Our history curriculum will promote critical thinking skills. Students will be encouraged to analyse historical events, ask questions, and form their own conclusions based on evidence.

Inclusivity:

We will ensure that our history curriculum is inclusive and diverse, representing different cultures, genders, and perspectives. This will help our students develop a well-rounded understanding of history.

Cultural Awareness:

History lessons will foster cultural awareness and respect for different backgrounds and traditions. We will celebrate cultural heritage through the study of history.

Chronological Understanding:

Students will develop a sense of chronology and an understanding of how events from the past have shaped the present and may influence the future.

Cross-Curricular Links:

We will encourage cross-curricular links between history and other subjects, such as English, geography, and art, to provide a more holistic education.

Teaching and Learning:

Our whole school approach to History teaching and learning is in line with the recommendations of the National Curriculum and the requirements outlined in the Department for Education Languages Programme of Study.

The National Curriculum for History aims to ensure that all pupils:

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.

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. 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.

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 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

Organisation & Delivery:

History is taught in a whole-class setting by the class teacher and is therefore not reliant on one key member of staff.

Teachers plan their lessons using the Grammarsaurus scheme of work; with addition of the local study, Coal mining, in Year 3/4. Teachers can supplement this with their own ideas and experience and those of their colleagues.

The lessons are designed to motivate, captivate and interest children from the first moment. They have clear, achievable objectives and incorporate different learning styles.

Each class has a timetabled history lesson of 1 hour per week every other half term.

History lessons include:

- PowerPoints and interactive whiteboard materials
- Videos and songs
- Differentiated desk-based consolidation activities
- Worksheets (at three different levels of challenge) are provided throughout each teaching unit and can be used in class or can be sent home to be completed as a homework exercise
- Quizzes, games and questions support the development long lasting knowledge of the subject

Cycle A	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1/2	Hospitals and Health Care		Toys		Changing Barnsley	
Year 3/4	Roman Empire				Ancient Egypt	
Year 5/6	Crime and Punishment		Anglo Saxons, Vikings and Scots			

Cycle A	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1/2	The Great Fire of London		Technology		Kings, Queens and Castles	
Year 3/4	Stone Age/ Iron Age		Ancient Greece		Coal Mining	
Year 5/6	WW2		Ancient Maya			

Below is an outline of the units we will cover over the two-year cycle period:

Assessment:

Regular formative and summative assessments will be conducted to gauge students' progress in history. This may include end of term quizzes, written assignments and games.

Differentiation:

Teachers will differentiate instruction to meet the needs of all students, ensuring that history lessons are accessible and challenging for each individual. Necessary adjustments including variation of task, grouping or support from an adult, will also be made for children with SEND needs in order for them to access the curriculum.

Resources:

We will provide a range of resources, including textbooks, primary sources, online materials, and educational software, to support history teaching and learning.

Parental Involvement:

We encourage parents and guardians to support their child's history education by engaging in discussions, visiting historical sites, and attending school events related to history. We also send home half termly history knowledge organisers to support parents with the topic content their child will be covering.

Inclusion and Diversity:

We are committed to promoting diversity and inclusivity in our history curriculum. We will actively seek out resources that represent diverse

cultures, backgrounds, and historical figures, and we will strive to create an inclusive and welcoming classroom environment.

Professional Development:

Our staff will have access to ongoing professional development opportunities to stay informed about best practices in history education and to enhance their teaching skills.

Monitoring and Evaluation:

We will regularly review and evaluate our history policy to ensure it remains effective and relevant. The headteacher and subject coordinators will be responsible for monitoring the implementation of this policy and making necessary adjustments.

Conclusion:

At Shawlands Primary School, our history policy reflects our commitment to providing a high-quality history education that fosters critical thinking, cultural awareness, and a lifelong love of learning about the past. We believe that a strong foundation in history is essential for our students to become informed and responsible citizens.