

Ringway Primary School History Policy

*The Future
The Future
starts here*

Our aim is to provide the foundations for a positive future for our pupils. A future where pupils learn to stay safe, to understand the importance of a healthy lifestyle and to enjoy all they do. A future where they are both literate & numerate & can think critically. A future where they make a positive & respectful contribution to their culturally diverse community. A future where they show mutual respect & tolerance at a local, national & global level. A future where they aspire to be the best they can be & achieve their full potential

Created ... June 2015.....

Reviewed - Autumn 18.....

Head teacher.....

HISTORY POLICY

Rationale

At Ringway Primary School pupils are given access to the past through structured teaching of important events in the history of Britain, Europe and other parts of the world. They are helped to build a clear chronological framework of the development of societies from ancient to modern times by making links across the different study units. They are given opportunities to investigate local history and to learn about and interpret the past from a range of primary sources.

As a result of the outstanding teaching and learning experiences including visits and workshops, pupils have excellent opportunities to develop their historical knowledge through learning about, and understanding, important aspects of local, national and world events and the histories of cultures other than their own.

All pupils have the opportunity to study different themes and issues across time and underpin their understanding of chronological events which are combined with well-planned in-depth studies to ensure that pupils develop a sophisticated and wide ranging understanding of history and why studying it matters.

The history curriculum is distinctive and highly imaginative and has a clear and coherent rationale that underpins it; successfully securing the active interest and enthusiasm of all groups of pupils. It provides constant opportunities for discovery and challenge and for pupils to take greater responsibility for their learning.

Excellent links exist between Ringway & other agencies and the wider community which provide extensive and varied enrichment activities that are fully integrated into the curriculum and are highly effective in promoting enjoyment and achievement in history.

Pupils' contributions through Pupil Voice and surveys mean that their experiences meet their individual needs, interests and aspirations.

The vibrant and varied curriculum ensures that pupils understand key historical concepts and can confidently articulate the place history has in their own lives, in society and in the modern world.

Aims and Objectives

Through the teaching of History, we aim to:

- ✎ To stimulate curiosity about the past.
- ✎ To develop research skills needed to access relevant information.
- ✎ To increase knowledge and understanding of the history of Britain, Europe and the world.
- ✎ To help pupils develop a sense of identity through studying the history of their locality.
- ✎ To give opportunities to convey understanding / interpretation of past events in a variety of ways.
- ✎ To provide situations which foster independent / co-operative activities. ✎ To develop independent research skills through enquiry-based learning.

Implementation

Elements of History are delivered to the Reception children, through the Foundation Stage Curriculum (Knowledge & Understanding of the World) and are incorporated into the termly topics.

In KS1 & KS2 History is taught through the QCA units. These have been split according to year groups and the units covered by each year group can be found on the long-term plans. Some elements of History are also taught through crosscurricular topics e.g. Literacy, Geography, ICT, role-play, Art and D.T

All pupils are encouraged to reach their full potential through the provision of varied opportunities. We recognise that our curriculum planning must allow pupils to gain a progressively deeper understanding and competency as they move through the school.

Expectations

In KS1 and KS2 there are five key elements or skills to be developed:

1. Chronology.
2. Range and depth of historical knowledge and understanding.
3. Interpretations of history.
4. Historical enquiry
5. Organisation and communication.

In KS1 and KS2 there are specific Programmes of Study to be followed. The key elements are closely related and should be developed through the Areas of Study, as appropriate. Not all the key elements need to be developed in each Area of Study.

Due to an emphasis on the core subjects, teachers may not cover every aspect in the Areas of Study. Their main focus is to ensure coverage and progression of the key elements.

Planning

From September 2014, a New National Curriculum has been in place. The staff at Ringway School have reviewed and adapted the History curriculum in light of these changes.

- There is now a need for children to develop more awareness of time in context
- The topics of Victorians, Tudors and WW2 have been removed
- Greater emphasis is now on chronology and an understanding of Britain's past
- New topics include: Vikings, Mayan Civilization, Anglo-Saxons, Stone Age and Iron Age.
- Greater change in KS2 than KS1

Here is an overview of the History topics of work for both Key Stage 1 and Key Stage 2.

Key stage 1 and 2 unit overviews

<u>Year One</u>	Changes in Locality 1930-now		First airplane flight Toys in the past and present	World Explorers Seaside in the past and present
<u>Year Two</u>	Famous people (Neil Armstrong and the moon landing & Walt Disney)		Great Fire of London Local study: Wythenshawe, changes over time	Personal lifelines
<u>Year Three</u>	Stone Age and Bronze Age	Iron Age	Ancient Egypt Local area - Buxton	The Roman Empire and its impact on Britain Roman Mosaics
<u>Year Four</u>	Britain's settlement by Anglo-Saxons and Scots		Britain's settlement by Anglo-Saxons and Scots Vikings - 1066	Local study quarry bank Mill

<u>Year Five</u>	Industrial revolution	Tudors/Shakespeare	Mayan Civilisation AD 900
<u>Year Six</u>	Ancient Greece	Local history - Manchester	Cams & cogs

Long Term Planning and Medium Term Planning

Using the National Curriculum, QCA History Schemes of Work for KS1 and KS2 and Curriculum Guidance for Foundation Stage for Early Years, teachers plan their medium term plans by identifying the learning objectives for each unit and matching possible activities. As the creative curriculum is introduced topics will be related to Power of Reading units in Literacy, where appropriate.

Paper copies of planning are kept in class box files in the staffroom for reference and are also saved onto the network for all staff to access. It is the responsibility of the class teachers to ensure they save their planning in 'Teacher area only' for other teachers to use when necessary.

Assessment and Monitoring

Work audits are carried out in the Autumn and Summer terms by the Co-ordinator with the same children being tracked in the Summer. Findings are recorded and feedback is given to the Head teacher and a short summary to the whole staff.

Class teachers also assess children's understanding skills through observation and discussion of their work. The children are also involved in self evaluating their learning.

Subject Development

The History Co-ordinator is responsible for supporting colleagues in the teaching of History by informing them of current developments in the subject and by providing a strategic lead and direction for the subject in school. The co-ordinator is also responsible for evaluating strengths and weaknesses in the subject and identifying areas for improvement and development. Co-ordinator release time enables the co-ordinator to fulfil their role by reviewing medium term plans, monitoring children's work and displays and identifying next steps for the subject.

Links to UNCRC and Rights Respecting School Award

This award recognises the links which have been made in the History curriculum to the articles of the UNCRC. Please see Curriculum Maps in the appendix to see links to individual articles at a glance. Teachers also reference the links to articles in their Medium Term Planning and link the articles to associated activities.

Resources

The resources for History topics are mainly based in the cold room. They are organised into topic boxes and include a variety of texts, photographs, posters, activity ideas and videos/dvds.

Health and Safety Guidelines

When planning trips all teachers are required to gain permission from the head teacher before confirming a booking. The teachers must also complete a risk assessment, even if it is a site they have visited previously. Teachers should refer to the school's Health and Safety Policy and the safety procedures recommended in the DfES 'Health & Safety of Pupils on Education Visits' guidelines. Please see The School Journey's Policy and Guidelines for Helpers, School Outings and Health and Safety Policies for more details on planning a trip.

Equal Opportunities and SEN

A balance of interest must be provided for both boys and girls in topic work. For example, the role of women and men in history is equally important in areas of study. Activities should be carefully planned by the class teacher and be differentiated where appropriate for children with SEN and equally the more able and Gifted and Talented children. Please refer to appropriate policy for more information. At Ringway we have due regard for our duties under the Equality Act 2010. Through the delivery of the History curriculum, we will ensure that we: eliminate discrimination, advance equality of opportunity and foster good relations.

Advancing Equality of Opportunity

This involves:

- Removing or minimizing disadvantages
- Taking steps to meet people's needs
- Encouraging participation in any activity in which participation by such people is disproportionately low.

