

Greyfriars Primary School

HISTORY

Purpose of Study

A high-quality history education will help pupils gain a coherent knowledge and understanding of Britain's past and that of the wider world, which should inspire pupils' curiosity to know more about the past. 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 the relationships between different groups, as well as their own identity within modern Britain.

Values and aims

At Greyfriars Primary School, we want our children to develop a love of learning, to experience enjoyment and challenge and to strive for excellence in their achievement. Concern for the child's emotional, mental and educational development is at the heart of all aspects of school life. All our children are given the opportunity to become the best they can be in a friendly, safe and nurturing environment. Our commitment to learning ensures that our dedicated and caring school community is reflective and attentive to the voice of our children. As such, these values are recognised as central to the teaching and planning of history in that children are to be given opportunities to discuss moral and social issues which relate to humanity, war and peace, conflict resolution, development, poverty, social justice and human rights. Children are encouraged to reflect on our role in history and both the positive and negative consequences of actions and events.

National Curriculum Coverage

The national curriculum for history aims to ensure that all pupils by the end of each key stage, know, can apply and understand the matters, skills and processes specified in the relevant programmes of study:

Key Stage 1

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
- 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
- significant historical events, people and places in their own locality

Key Stage 2

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 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 two 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

Teaching and Learning

History lessons should be biased towards teaching the concepts which are central to historical understanding: chronological knowledge; understanding terms; cause and consequence; significance; interpretation; continuity and change. Teachers should refer to the 'Progression in History under the 2014 National Curriculum: a guide for schools' document', produced by the Historical Association, to ensure that they know the aspects for development in history at KS1 and KS2. When planning history lessons, teachers should have clear objectives about the purpose of activities they are planning and how these are linked to assessment strategies.

The expectation is that learning and teaching styles will differ from each lesson and will address the needs and wants of the children and the needs and wants of the subject being taught. At Greyfriars Primary, we utilise many learning and teaching styles. However, teachers should note that children learn best in history through:

- direct experience;
- role play and simulations;
- practical activities;
- play;
- talking and questioning;
- experimentation;
- application of skills and knowledge to real situations;
- a variety of stimuli and activities e.g. number, graphs, story, art, model making, music and poetry.

History will be taught through themed lessons alongside and within other curriculum subjects, eg, Literacy, Computing, as well in separate history lessons. Trips and visitors also greatly enhance our history curriculum.

Planning

Teachers should ensure that our aims are met and that the new national curriculum Programme of Study is covered at each key stage. Long-term and Medium Term Planning for conceptual progression is essential within each year group; teachers can read 'Progression in History under the 2014 National Curriculum: a guide for schools' document, produced by the Historical Association to understand how, in addition to content, historical concepts are also central to the planning process. Nevertheless, teachers within the school should use the 'Objectives Coverage for Non-Core Subjects' document found on Norfolk Cloud Portal as the working document as this ensures that conceptual progression is central to the planning process within our school.

Short term planning of individual lessons is a matter for the class teacher. However, the History Subject Leader is available to help with this and keeps a range of resources for teachers to be used as a guide.

When planning each unit of work, the teacher must identify the learning objectives (in line with NC specifications) and the success criteria (skills and processes which children are expected to master by the end of the lesson/s). Teachers should also detail the learning tasks which are directly linked to the LO and SC so that children can achieve them. The work planned must also be relevant to the needs of the pupils, with differentiated activities clearly outlined. For each lesson, the teacher must prepare a Learning Objectives Slip which children stick in their books so that they write their reflections on the learning at the end of each learning. Teachers should encourage children to use Growth Mind-set concepts when discussing the learning or completing these slips.

Cross-Curricular Issues

History teaching and learning will be the means to many wider cross-curricular themes and dimensions.

There are clearly very special opportunities to explore issues of globalisation, development, conflict and poverty within the units of study. Questions regarding our individual and collective role in the world – our rights and responsibilities - will be raised and pupils will develop a sense of citizenship through many aspects of the explicit history curriculum. Links will be made to people and communities within the locality.

Children's skills in oracy and literacy will be enhanced. Problem-solving, decision-making and interpersonal skills will be developed.

Assessment, Recording and Reporting *(see school Assessment policy)*

The Objectives Coverage for Non-Core Subjects sets out the concepts and processes which are to be taught and assessed within each year group. By adhering to this document in the planning process, we will ensure that each pupil is working progressively towards achieving the statements of attainment as outlined in the New Curriculum.

Assessment in history is seen in its broadest sense and is not limited to measurement and testing. Through activities for example, discussion with pupils, group activities, marking and guiding their work, observing, displaying work, asking and answering questions, teachers are continually finding out about their pupils' achievements. At this school, we appreciate that a vital aid to learning is for

pupils to be actively involved in their own assessment and so reflection on personal learning takes place at the end of each lesson.

School reports are sent home in the summer term of each year and teachers have the opportunity to comment on a child's progress in history with reference to the records made or pieces of work retained.

Inclusion and Differentiation

All children must have regular access to History appropriate to their stage of development. Challenge for all is integral to our teaching and we aim to encourage all pupils to constantly progress through the provision of varied opportunities. Work must be differentiated to aid children's learning. Also, more-able children should be given open-ended tasks and be given opportunities for further research and more challenging studies. We recognise that our curriculum planning must allow pupils to gain a progressively deeper understanding and competency as they move through our school.

Time allocation

At Greyfriars Primary, we allocate 3 hours to humanities lessons each week; in line with the new national curriculum requirements, we plan for history to be delivered flexibly in line with statutory guidance. At Greyfriars Primary, with our strong emphasis on developing Literacy across the curriculum, additional time is allocated for weekly written outcomes.

Leadership and Management

The Humanities Subject Leader manages this area of the curriculum in line with the job description for subject leaders. The Humanities Subject Leader and Class Teacher is responsible for monitoring the standard of the children's work and the quality of teaching in history. The Subject Leader is also responsible for supporting colleagues in the teaching of history, for being informed about current developments in the subject, and (working under the guidance of the Curriculum Subject Leader) for providing a strategic lead and direction for the subject in the school.

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