

White Court School



History Policy

Revised December 2014

Sections

1. Purpose of study
2. Aims
3. Objectives
4. Teaching strategies and learning outcomes
5. Responsibilities
6. Links to other policies
7. Planning and assessment
8. Curriculum map
9. Resources

Appendix

- i. British values statement

1. Purpose of study

At White Court School, we help pupils gain a coherent knowledge and understandings of Britain's past and that of the wider world. Through high quality teaching, we want to inspire their curiosity to know more about the past. By the time they leave, pupils should be able to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgment. History helps pupils to understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time.

2. Aims

We aim to help our children to:

- Know and understand the history of Britain as a clear, chronological narrative, from the early eras to the present day: how people's lives have shaped our country and how Britain has influenced and been influenced by the wider world
- Know and understand important aspects of the history of the wider world: ancient civilizations, empires, past non-European societies, and mankind's successes and failures
- Understand the meaning of terms such as: 'empire', 'civilization', 'parliament' and 'peasantry'
- Forge connections, draw contrast, investigate trends, ask questions and create their own structured accounts, including written narratives and analyses by understanding concepts such as continuity and change, cause and consequence, similarity, difference and significance
- Understand the importance of historical enquiry, including how evidence is used, analyse contrasting arguments and interpretations of the past has been presented
- Place 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

3. Objectives

Key Stage 1

Children studying areas in history will have opportunities to develop their:

- Awareness of the past
- Use of common words and phrases relating to the passing of time (using a wide vocabulary of everyday historical terms)
- Knowledge of the people and events they study and how they fit within a chronological framework
- Skills in identifying similarities and differences between ways of life in different periods

- Skills in asking and answering questions, choosing and using stories and other sources to show they know and understand key features of events
- Understanding of 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 their own lives and reveal aspects of change nationally
- Events beyond living memory that are significant nationally or globally
- The lives of important individuals in the past who have contributed either nationally or internationally
- Significant historical events, people and places in the White Court/Braintree area

Key Stage 2

Children studying areas in history will have opportunities to:

- 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.
- Identify connections, contrasts and trends over time and develop the appropriate use of historical terms
- Address and devise valid questions about change, cause, similarity and difference, and significance
- Construct informed responses that involve thoughtful selection and organisation of relevant historical information
- Understand how our knowledge of the past is assembled from a range of sources

Pupils will be taught:

- Changes in Britain from the Stone Age to the Iron Age
- An in depth study of a British area of study (see curriculum map)
- A local history study

4. Teaching strategies and learning outcomes

A variety of teaching methods that are best suited and caters for the abilities and interests of the children. These are implemented in ways which will allow teachers to embed history programmes of study within the wider curriculum.

Opportunities include:

- Incorporating stories with a historical context as a stimulus for writing
- Discussing and debating
- Questioning and answering
- Individual and group investigations where children take control of their own learning, led by children's interests
- Handling artefacts (whether owned by the school or on loan)

- Fieldwork, trips, residential visits, visits to museums and places of historical interest
- Dedicated historical days run by external companies
- Opportunities to talk and listen to visitors/ curators/ members of the community/ experts with valuable information
- Role-play and drama
- Opportunities for research

5. Responsibilities

The History coordinators are responsible for:

- Monitoring and the implementation of History in the curriculum
- Observing teachers throughout the school to ensure a high standard of teaching is present
- Purchasing and maintaining resources, updating them when required so they are relevant to the areas of study and abilities of the children
- Assisting teachers in planning lessons according to the National Curriculum 2014 (see National Curriculum)
- Working with teachers in planning and assisting with the generating of next stepped assessments and entry points
- Evaluating the delivery of the curriculum and ensuring high quality of teaching throughout the school
- Providing resources to challenge Gifted and Talented children
- Updating the curriculum in accordance with National Curriculum changes
- Moderating plans, children's work and providing feedback

Year managers/ teachers are responsible for:

- Planning and assessing work in the classroom
- Using a coherent framework as the basis to ensure all key areas of the curriculum are covered
- Ensuring the appropriate use of resources
- Sharing outcomes with the History coordinators
- Providing all children with the opportunity to access the curriculum at a level appropriate to them, including identified Gifted and Talented children and those with special educational needs
- Identifying Gifted and Talented children within their classes and catering for them
- Being aware of the cohort's needs to ensure progression

6. Links to other policies

Equal Opportunities

The school will ensure that all children have an equal opportunity to access the curriculum offered regardless of gender, race, religion, culture or disability, as far as is possible.

Special Educational Needs

Teachers will assess the individual pupil needs and set work that will match and challenge their capabilities. Where possible, children may receive extra support, either to resolve difficulties or to extend existing skills and knowledge.

7. Planning and assessment

Planning is carried out on three levels: long term planning of topic(s) covered, shown on a curriculum map, medium term planning (overviews) and short term planning (teachers' individual plans).

Formative assessment is used to inform next steps and future short term planning, differentiated to support and extend all pupils. Evidence of the child's attainment will be assessed formatively through written and oral work, which will inform future planning. In addition to this, summative assessments are reported to parents/ carers at the end of the school year stating their attainment (compared to the national average) and effort within the subject.

8. Curriculum map

Year Group	Breadth of study
R	<u>Changes within living memory, reveal aspects of change in national life:</u> - Informed by children's interests
1	<u>Significant historical events beyond living memory (nationally/globally):</u> - Moon landing <u>Significant historical events, people and places in their own locality:</u> - John Ray
2	<u>Significant historical events, people and places in their own locality:</u> - John Ray <u>Lives of significant individuals</u> - Mary Seacole and Florence Nightingale
3	<u>Changes in Britain from the Stone Age to the Iron Age:</u> Including: - Late Neolithic hunter gatherers and early farmers - Bronze Age religion, technology and travel - Iron Age Hill forts <u>Roman Empire and its impact on Britain:</u> Including: - Julius Caesar's attempted invasion - Roman Empire and power of its army - Successful invasions - British resistance - Romanisation of Britain
4	<u>Britain's settlement by Anglo Saxons and Scots:</u> Including: -Fall of Roman Empire -Scots invasion -Anglo Saxon invasions, settlements and kingdoms -Anglo Saxon art -Christian conversion <u>Ancient Greece:</u> Including: - Greek life - Greek achievements - Influence on western world (art, architecture, literature)

5	<p><u>Viking and Anglo Saxon struggle for England to Edward the Confessor:</u> Including:</p> <ul style="list-style-type: none"> - Viking raids/ invasion - resistance by Alfred the Great and Athelstan - Anglo Saxon laws and justice - Edward the Confessor and his death in 1066 <p><u>A non – European society:</u></p> <ul style="list-style-type: none"> - Mayan civilization c. CE 900
6	<p><u>A local, significant history study & A study of British history beyond 1066:</u> Including:</p> <ul style="list-style-type: none"> - Significance and impact of World War II focusing on lives of men, women, children from different sections of society <p><u>An early civilisations:</u></p> <ul style="list-style-type: none"> - Ancient Egypt - The achievements of the earliest civilisations/ an overview of where and when the first civilisations appeared and an in depth study

9. Resources

Resources are regularly checked for relevance to the area of study and abilities of all children.

Each area of study will contain:

- Artefact boxes containing replica and some original artefacts, with descriptions.
- Videos/ DVDs
- CD-ROMs
- Various texts, photocopies, books etc.
- Interactive posters/ photo packs
- Photographs
- Topic loan boxes
- Music

Appendix

i. British values statement

At White Court, we aim to provide all children with a high-quality history education which will help them gain a coherent knowledge and understanding of Britain's past and that of the wider world. Children will appreciate the value of democracy, individual liberties and the rule of law while developing mutual respect and tolerance for different faiths and beliefs. History helps pupils to understand and respect the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time.

Our pupils will understand the history of these islands as a chronological narrative: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world. Children will 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.

In Key Stage 1 pupils will be taught about: aspects of change in national life (Toys), significant national or global events (Moon Landing), the lives of significant individuals in the past who have contributed to British achievements (Florence Nightingale and Mary Seacole) and significant historical events, people and places in their own locality (John Ray).

Key Stage 2 pupils will 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. Teachers will combine overview and in-depth studies to help pupils understand both the long arc of development and the complexity of specific aspects of the content.

Some of the topics covered include:

- Changes in Britain from the Stone Age to the Iron Age investigating early kingdoms, art and different faiths.
- The Roman Empire and its impact on Britain (including invasions, conquests, resistance and beliefs).
- Britain's settlement by Anglo-Saxons and Scots (invasions, settlements, kingdoms and culture).
- The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor (raids, law and justice).
- A local history study (Oaklands' World War II air base).

- A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 (the legacy and impact of Greek and Roman culture, significant turning points in British history).
- The achievements of the earliest civilizations (Ancient Egypt).
- Ancient Greece – a study of Greek life and achievements and their influence on Britain (Democracy).
- A non-European society that provides contrasts with British history (Mayan civilization c. AD 900).