

# **White Court School**



## **History Policy**

**March 2018**

## **Purpose of study**

At White Court Primary School we strive to provide children with a high-quality history education that will help pupils gain a coherent knowledge and understanding of Britain's past and that of the wider world. We aim to 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 relationships between different groups, as well as their own identity and the challenges of their time.

## **Aims**

At White Court Primary School we aim for our children to:

- know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world
- know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind
- gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'
- understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically valid questions and create their own structured accounts, including written narratives and analyses
- understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed
- 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; and between short- and long-term timescales

## **Key stage 1**

At White Court Primary School 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 at White Court Primary School will 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**

At White Court Primary School 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.

## **Teaching strategies and learning outcomes**

A variety of teaching methods are used to best suit and cater 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 school staff or 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

## **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 lesson according to the National Curriculum 2016 (see National Curriculum)
- Evaluating the delivery of the curriculum and ensuring high quality of teaching throughout the school
- Providing challenge to all children through a Mastery approach
- 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 through MME
- Being aware of the cohort's needs to ensure progression

### **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.

### **British values statement**

At White Court Primary School, 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, significant national or global events, the lives of significant individuals in the past who have contributed to British achievements and significant historical events, people and places in their own locality.

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.

## **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).

Children at White Court Primary School are given opportunities to reflect on their learning and develop an awareness of their own next steps. The work within the children's books is assessed by both the teachers and children and subsequent teaching is planned based on the outcomes.

## **Recording and reporting**

To record where pupils are at, Monitoring Made Easy is used. The teacher will make a judgement as to whether a pupil is working at the expected age related standard, above the expected age related standard or below the expected age related standard each term in History and record it using the Monitoring Made Easy sheets found on the server. Pupil's names will be recorded if they are above or below the expected standard and a number recorded for pupils working at the expected standard.

At the end of the year an overall judgement will be reported to parents.

## **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
- Various texts, photocopies, books etc.
- Interactive posters/ photo packs
- Photographs
- Topic loan boxes
- Music

### **Monitoring and Evaluation**

The governing body, in partnership with the Headteacher and Humanities Co-ordinators determine the school policy for History. The Headteacher and Humanities Co-ordinators are responsible for working with staff to devise, monitor, evaluate and review procedures for White Court Primary School.

### **Review**

This policy will be reviewed as part of the policy review cycle. It will also be monitored for its effect on pupils with protected characteristics.

**Policy discussed at the Meeting of the Curriculum Committee – Spring Term 2018**

**Policy ratified at the Full Governing Body Meeting .....**

