



CESTRIA PRIMARY SCHOOL

POLICY AND GUIDELINES

ON

HISTORY

At Cestria, our History curriculum is designed in line with National Curriculum guidelines and consequently incorporates the knowledge, skills and understanding required for this subject.

Our primary goal is to teach 'new knowledge' which is built upon prior learning and taught through a particular subject specific skill.

The intent of our History curriculum is to deliver a curriculum which is accessible to all and that will maximise the outcomes for every child so that they know more, remember more and understand more. As a result of this they will:

- ❖ Increase and develop their historical skills, concepts, knowledge and attitudes.
- ❖ Increase their understanding of the present in the context of the past.
- ❖ Develop and use their skills in enquiry, analysis, evaluation, and argument.
- ❖ Develop their interest in the past, arousing their curiosity and motivation to learn.
- ❖ Develop a sense of identity through learning about the past.

At Cestria Primary School our History curriculum intentions are:

AIMS

The national curriculum for history aims to ensure that all pupils:

- 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.

TEACHING AND LEARNING

Medium term plans have been created in association with a local authority advisor. Plans shows a balanced coverage of the programme of study and an enquiry-based approach to teaching and learning. Opportunity is given for "in depth" study in each topic. Across each Key Stage, plans provide experience of different sources including museums, site visits and of different historical perspectives.

Teaching in KS1 develops an awareness of the past. Children are taught common words and phrases relating to the passing of time. They explore where people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. They are encouraged to ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events.

In KS2 we have adopted a chronological approach to our British and world history topics. For example, our study of British history will adopt the following pattern:

- Year 3 - Changes in Britain from the Stone Age to the Iron Age
- Year 4 - The Roman Empire and its Impact on Britain
- Year 5 - the Viking and Anglo Saxon struggle for England.
- Year 6 - Britain since 1066 (Was life really awful for children in the past?)

Teaching should clearly focus on one or more of the key elements to identify objectives for learning: to develop knowledge and understanding of content in relation to historical concepts of period or situation, chronology, change and cause and consequence. Not all key elements need be developed in each unit.

Pupils should be taught procedures and skill in using sources and gradually make more independent studies using these materials.

Pupils should be taught to make judgements about evidence and be aware of different interpretations of the past.

Pupils should learn about attitudes and ideas of people in past situations and reflect upon them in debate, discussion and role play, recognising that we see the past through our own values.

Pupils should learn to draw their own conclusions about the past, based on evidence, imagination and questioning and present theirs in a variety of forms.

Pupils should read a range of historical material, including fiction.

Teachers should make links and encourage pupils to use previous knowledge in approaching new work.

Teachers use 'Lesson Energizers' at the beginning of history lessons to develop children's historical skills and knowledge. They use a range of sources of information to enable the children to extend their knowledge and to build on previous learning.

RESOURCES

Resources specific to individual topics are kept in Year Group Topic Boxes

Collections of books and artefacts can be ordered for each topic from the Durham Learning facility.

VISITS

Whenever possible, visits related to History topics are made. Events are also organised within school.

SUBJECT LEADER ASSESSMENT AND MONITORING

The subject leader works alongside the SLT to monitor standards of teaching and learning at Cestria School. A structured cycle of planning and work scrutiny and observations, and pupil interviews provide information to judge the effectiveness of the subject as well as future development points.

Informal assessments occur via observation, individual, group and class discussions, questioning opportunities, marking of work and through assessment for learning recording sheets completed by children at the beginning and end of each topic.

AFL recording sheets have an overarching enquiry question linked to the topic. Teachers use information from this to plan appropriate lessons to build on children's historical knowledge. Lessons include: analysis skills, looking at primary sources and historical interpretation.

S.E.N.

In accordance with school policy on differentiation and S.E.N., all children are given work suitable to their age, aptitude and ability. Pupils can:

- work on same content at different rates and levels through open-ended tasks matched to individual or group needs
- be helped to understand historical events and developments through studying the lives of individual people
- be taught concepts through discussion, concrete examples and practical activities

Exceptionally able pupils need open-ended tasks which enable them to:

- tackle more complex issues
- understand more difficult concepts
- deepen and broaden their knowledge and understanding of the historical events on developments they are studying
- use a wider and more demanding range of sources

MARKING

Work is marked according to the school marking policy - which is dependent on purpose, age of child and ability of the individual.

INSET

Where appropriate, members of staff, usually the Co-ordinator, are sent on relevant courses. This is determined by the school management plan, the needs of individuals, year groups, the availability and suitability of courses offered.

CROSS-CURRICULAR LINKS

At Cestria we use History to promote learning across many areas of the National Curriculum, including: -

- The application of all basic skills (including Reading, Writing and Mathematics) within the History curriculum
- The use of computing both to find and present historical data.
- Citizenship, through moral, social and cultural development.
- Developing language skills, through both reading and writing a variety of texts.
- Application of number, through historical research and enquiry.
- Developing geographical knowledge when learning about past events in other places.

- Looking at art, music and technology from the past as source of evidence.

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