

Duddon Saint Peter's School



History Policy

The nature of History

A high quality history education will help pupils gain a coherent knowledge and understanding of Britain's past and that of the wider world. It should inspire pupil's curiosity to know more about the past. We will equip pupils to ask perceptive questions, think critically, weigh evidence 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.

Through our teaching of History we aim to:

To ensure that all pupils:

- Know and understand the history of these islands as a coherent chronological narrative.
- Know and understand significant aspects of the history of the wider world.
- To develop pupil's awareness of the past, and the way it differs from the present.
- To set their understanding of the past in a chronological framework.
- To help pupils understand some of the ways we find out about historical concepts and use them to make connections.
- Understand the methods of historical enquiry.

Roles and Responsibilities

Each member of staff has the responsibility for the teaching of history and ensures that their own knowledge is up to date. To facilitate this and take specific responsibility for history issues, the school has a Humanities Subject Leader Team that carries out the following responsibilities:

- Audit current practice
- Investigate and organise teaching programmes, planning documents and schemes of work
- Develop a school policy
- Understand the confidence and needs of colleagues
- Resource the subject

- Facilitate assessment
- Keep colleagues informed

Subject Content –Entitlement

Pupils should be taught about:

Key Stage 1

- Changes within living memory
- 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.
- Significant historical events, people and places in their own locality

Key Stage 2

- 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 local history study
- A study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066
- The achievements of the earliest civilizations
- Ancient Greece
- A non-European society

Where does History occur in the Curriculum?

- As a major focus to a topic
- As a smaller element within a topic
- As a discrete lesson/talk
- As part of an assembly
- In discussion (who saw the news last night?)
- During story time
- In displays both in the classroom and in other areas of the school

Classroom Organisation/Teaching Methods

- These will depend on the needs and abilities of the children and also on the aims of the lesson. However, a variety of approaches such as whole class lessons, group, paired and individual work should be experienced by the children in history work. Use and availability of relevant resources will be a determining factor.

- A sense of time is developed in children in their reception year by activities which encourage the use of appropriate historical language and a study of changes within their living memory.
- When engaged in fieldwork the children are expected to behave in a considerate and responsible manner showing respect for other people and the environment.

Assessment and recording

Children are assessed during the course of their work, by questioning and discussion, and the observation of their responses to specific tasks. They will also recall, select and organise historical information, using the appropriate vocabulary to produce a written record of their work. They are assessed using Classroom Monitor.

Visits

Visits to museums and places of historical interest are integral to the teaching of history.

Special Needs

Children having special needs are fully integrated into the classroom. They receive more support and follow a simplified version of the scheme of work currently being used.

Signed:

Governor responsible

Signed:

Head teacher

Date: *September 2016*

Date of review *Autumn 2017*