



Sir Alexander Fleming Primary School and Nursery History Policy

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Aim and Objectives

The learning and teaching of history at Sir Alexander Fleming Primary School and Nursery, aims to provide opportunities to understand, appreciate and enjoy the multi-cultural world in which we live and to celebrate its rich diversity. We aim to develop children's ability to chronicle, investigate and explain the past and thereby understand our world as it is.

We will:

- Encourage an interest and enthusiasm in the past;
- Foster the skills of enquiry, research, investigation, analysis and evaluation;
- Develop a sense of chronology;
- Enable children to know about significant events in British history and to appreciate how things have changed over time;
- Develop knowledge and understanding of historical development in the wider world;
- Help the child to understand why events took place, the causes and the effects;
- Encourage children to recognise and interpret points of view.

Attitude and skills

We also seek to encourage children to develop the following skills:

- Empathy
- Interpretation of secondary and primary sources
- Historical enquiry
- Communicating history dramatically, verbally and narratively
- Research

Teaching and Learning Styles

The expectation is that learning and teaching styles will differ from each lesson and will address the subject being taught. At Sir Alexander Fleming Primary School, we

utilise many learning and teaching styles. History will be taught mainly through themed based lessons in line with our creative connected curriculum. As far as possible, history should be biased towards practical lessons, with artefacts and drama playing a key part. Trips and visitors should also greatly enhance the History curriculum.

History curriculum planning: due to the cross curricular creative curriculum we have, History will be planned around a topic. Planning takes place in a year group and all the History objectives are taken from the skills based curriculum.

Resources: resources are held in the central library. Inclusion and Differentiation: (also see SEN policy): 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 reach their full potential through the provision of varied opportunities. Work wherever possible should be differentiated to aid children's learning. Also, more-able children should be given open-ended tasks and 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.

Equal opportunity

In line with our 'Equal Opportunities Policy' we are committed to providing a teaching environment that promotes learning. Children are given opportunities to work with others, listen to each other and treat everyone with respect.

We will:

- Plan our classroom activities to challenge and involve all pupils appropriately, according to age and capability, ethnic diversity, gender and language background.
- Be aware of different learning styles and the need to allow pupils to be able to work in their preferred learning styles for some of the time.
- Use materials for teaching which avoid stereo-typing, bias towards race, gender, role or disability.
- Deal with such issues clearly and sensitively when they arise.

Differentiation

At our school, we teach History to all children, whatever their ability. History forms part of the school curriculum policy to provide a broad and balanced education to all children. Through our History teaching we provide learning opportunities that enable all pupils to make progress. We use a range of strategies to support pupils and ensure that pupils' needs are catered for in each aspect of the curriculum.

Monitoring and review

The History subject coordinator and class teachers are responsible for monitoring the standard of the children's work and the quality of teaching in history. The History coordinator is responsible for supporting colleagues in the teaching of history, for being informed about current developments in the subject and for providing a strategic lead and direction for the subject in the school. Help pupils develop knowledge and understanding of places and themes including patterns and processes. The monitoring of History will be closely linked to our whole school foundation book scrutinises and feedback will be given to teachers verbally and in written form.

Foundation Stage:

History in the Foundation Stage is taught under the umbrella of 'Knowledge and Understanding of the World' from the EYFS. The children are supported in developing the knowledge, skills and understanding that helps them to make sense of the world. The pupils are encouraged to talk about their families and past and present events in their lives. They are beginning to gain knowledge and understanding of the world through:

- Photographs
- Listening to stories and memories of older people
- Role play activities
- Discussing events in the past and their own personal lives
- Sequencing events to gain a sense of time

Key Stage 1:

The National Curriculum Programme of Study at Key Stage 1 focuses on developing children's 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. Children 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.

In planning to ensure the progression described above through teaching about the people, events and changes outlined below, teachers are often introducing pupils to historical periods that they will study more fully at Key Stage 2.

Pupils should be taught about:

- 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:

The National Curriculum Programme of Study at Key Stage 2 should continue to allow children 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. Children 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.

In planning to ensure the progression, teachers should combine overview and depth studies to help pupils understand both the long arc of development and the complexity of specific aspects of the content.

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 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 – an overview of where and when the first civilizations appeared and a depth study of one of the 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

Each year group in Key Stage 2 have specific units to teach, which are taught throughout the year in chronological order.