

Sir Alexander Fleming Primary School and Nursery

'Belonging, Being, Becoming'



History Policy

Updated: September 2024

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Our school values



SAFE – keep ourselves and others safe by making sensible choices within school, online and in the community.



RESPECT – have the social, emotional and nurturing skills to respect ourselves, our families and our communities.



PRIDE – be proud of what we all achieve by aspiring to work hard and become your 'best self'



BRAVERY – to overcome barriers by attempting difficult challenges by being resilient, independent and inquisitive.



SUCCESS – achieving high standards with a belief that with effort anything is achievable.

How do we teach History at Sir Alexander Fleming Primary School?

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1. What is the intent of the History curriculum at Sir Alexander Fleming Primary School?

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

We will:

- Encourage an interest and enthusiasm in the past
- Foster the skills of enquiry, research, investigation, analysis and evaluation
- Enable children to explore history through a range of historical artefacts and other sources of evidence.
- Develop a sense and understanding 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 children 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

2. How is the history curriculum implemented at Sir Alexander Fleming Primary School?

We teach the National Curriculum, supported by a clear skills and knowledge progression. This ensures that skills and knowledge are built on year by year and sequenced appropriately to maximise learning for all children. It is important that the children develop progressive skills of a historian throughout their time at Sir Alexander Fleming Primary School and Nursery and do not just learn a series of facts about the past. Children do this by examining enquiry questions which develops their ability to learn broadly about an area of History whilst also developing deeper understanding of how to investigate and interpret historical events.

3. What is the impact of the history curriculum at Sir Alexander Fleming Primary School?

By the time the children at Sir Alexander Fleming Primary School and Nursery leave our school they should have developed:

- A secure knowledge and understanding of people, events and contexts from the historical periods covered.
- The ability to think critically about history.
- The ability to consistently support, evaluate and challenge their own and others' views.
- The ability to think, reflect, debate, discuss and evaluate the past, forming and refining questions and lines of enquiry.
- A passion for history.
- A respect for historical evidence and the ability to make robust and critical use of it to support their explanations and judgements.

4. What is the process of history at Sir Alexander Fleming Primary School?

Our Historical process allows children to split their learning between substantive and disciplinary knowledge whilst also advancing and understanding their grasp of historical chronology. Substantive learning is taught prior to disciplinary so children gain an understanding of core aspects of the time period they are learning; children will then focus their learning through an enquiry question which explores a view, or opinion, which will be analysed and scrutinised; this is aided through exposure to primary evidence and historical interpretations. Finally, children are encouraged to answer their enquiry questions using evidence acquired throughout the unit of work. This may be done through a piece of writing or orally through debates and discussions with peers.

5. How do we assess history at Sir Alexander Fleming Primary School?

Children will demonstrate their ability in a variety of different ways. Teachers will help pupils to develop knowledge and understanding of a range of historical periods. During the lesson, teachers will assess the children's work using formative methods, such as source analysis and 'Think Like a Historian' questions as a plenary. Information gained will inform future planning, as well as help teachers to gauge children's understanding. Teachers are encouraged to use open questioning to determine whether children have understood a topic or debate. Samples of the children's work will be kept in a portfolio, showing the expected level of achievement in history for each year of the school.

The progression document will be used to ensure that children are working at the expected standard.

6. How is history supported in the Early Years Foundation Stage at Sir Alexander Fleming Primary School?

Under the EYFS framework 2021, History has a significant role in teaching and learning within the foundation stage. History continues to be taught under the umbrella of 'Knowledge and Understanding of the World' from the EYFS curriculum. 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

7. KS1

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

8. KS2

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.

9. How do we ensure equal opportunities and inclusion at Sir Alexander Fleming Primary School?

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 stereotyping, bias towards race, gender, role or disability.
- Deal with such issues clearly and sensitively when they arise.
- Plan a curriculum that is diverse and reflective of the demographic of our school.

Children identified as needing extra support will be given the appropriate adaptations as building blocks to help them to be **successful** and **confident** historians. Providing for SEND pupils should take account of each pupil's particular learning and assessment requirements and incorporate specific approaches which will allow all individuals to succeed.

10. How is history monitored at Sir Alexander Fleming Primary School?

The subject leader is responsible for monitoring the standard of the children's work and the quality of teaching in History. Subsequently, they are also responsible for:

- Supporting colleagues in their teaching.
- Updating their knowledge through CPD (being aware of current developments in the subject).
- For providing the lead and direction for History in the school.

The History Subject Leader will give the head teacher an annual action plan in which the strengths and weaknesses in the subject are evaluated; this will also indicate areas for further improvement and the planned actions to address these. Monitoring takes place termly through sampling children's work, obtaining pupil/staff voices, book looks, learning walks and staff meetings.

11. Policy links

Equal opportunities policy

Marking and feedback policy

SEND policy

Curriculum policy

Long term overview and progression in History

Assessment policy