



Benfieldside Primary School History Policy.

(May 2019 update)

Rationale

Benfieldside Primary School will provide a high-quality history education that will stimulate the children's interest and understanding about the life of people who lived in the past. We will help pupils gain a coherent knowledge and understanding of Britain's past and that of the wider world. Teaching will equip pupils to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. Pupils will learn to value their own and other people's cultures in modern multicultural Britain and, by considering how people lived in the past, they are better able to make their own life choices today. 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.

We teach children to understand how events in the past have influenced our lives today; we also teach them to investigate these past events and, by so doing, to develop the skills of enquiry, analysis, interpretation and problem-solving.

Aims

The aims of history in our school are:

- to promote positive attitudes and enthusiasm for history.
- to foster in children an interest in the past and to develop an understanding that enables them to enjoy all that history has to offer;
- to enable children to know and understand about significant events in British history from the earliest times and to appreciate how things have changed in National life over time.
- to enable children to know about significant historical events, people and places in their own locality.
- to enable children to know about the lives and achievements of significant individuals in the past.
- to develop a sense of chronology and understand the concepts of cause and consequence
- to know and understand significant aspects of the historical development of the wider world;
- to help children understand society and their place within it, so that they develop a sense of their cultural heritage;

- to develop in children the skills of enquiry, investigation, analysis, connections evaluation and presentation.

Teaching and learning style

History teaching focuses on enabling children to think as historians. We recognise and value the importance of stories in history teaching and we regard this as an important way of stimulating interest in the past. We focus on helping children understand that historical events can be interpreted in different ways and that they should always ask searching questions, such as 'how do we know?', about information they are given. We recognise the fact that in all classes there are children of widely-different abilities in history and we seek to provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child.

We achieve this by:

- setting common tasks which are open-ended and can have a variety of responses;
- setting tasks of increasing difficulty. Not all children complete all tasks;
- providing resources of different complexity depending on the ability of the child;
- using classroom assistants to support children individually or in groups.

History curriculum planning

We use the national curriculum for history and Durham Progression grids as the basis for our curriculum planning in history. We ensure that there are opportunities for children of all abilities to develop their skills and knowledge in each unit and we build planned progression into the scheme of work so that the children are increasingly challenged as they move up through the school.

We carry out curriculum planning in history in three phases - long-term, medium-term and short-term. The long-term plan maps the history topics studied in each term during each key stage.

Some topics have a particular historical focus and in Key Stage 2 we place an increasing emphasis on independent historical study. We teach the knowledge, skills and understanding set out in the National Curriculum through the corresponding programme of study. As the basis for our medium-term plans, we use the national curriculum which gives details of each unit of work for each term.

Curriculum

The children undertake a broad and balanced programme that takes account of abilities, aptitudes and physical, emotional and intellectual development. Through history the children learn a range of skills, concepts, attitudes and methods of working. The History Curriculum Maps can be found in the History Policy Folder.

Early Years

History is taught in Reception as an integral part of the topic work through child-initiated and adult led activities. The children are given the opportunity to find out about past and present events in

their own lives, and those of their families and other people they know. In the Foundation stage history makes a significant contribution to developing a child's understanding of the world through activities such as looking at pictures of famous people in history or discovering the meaning of new and old in relation to their own lives.

Key Stage 1

During Key Stage 1, pupils learn about people's lives and lifestyles. They find out about significant men, women, children and events from the recent and more distant past in Britain and the wider world. They listen, and respond to stories and use sources of information to help them ask and answer questions. They learn how the past is different from the present.

Key Stage 2

During Key Stage 2 pupils learn about significant people, events and places from both recent and more distant past. They learn about change and continuity in their own area, in Britain and in other parts of the world. They look at history in a variety of ways, for example from political, economic, technological and scientific, social, religious, cultural or aesthetic perspectives. They use different sources of information to help them investigate the past both in depth and in overview, using dates and historical vocabulary to describe events, people and developments. They also learn that the past can be represented and interpreted in different ways

Assessment

We assess children's work in history by making informal judgements as we observe them during each history lesson. On completion of a piece of work, the teacher marks the work and comments as necessary. Teachers record the Key skills the children have achieved in History each term. This is used for assessing the progress of the child and we pass this information on to the next teacher at the end of the year. The history subject leader keeps samples of children's work in a portfolio. These demonstrate what the expected level of achievement is in history for each age group in the school.

Resources

We have resources for history teaching units in school and we also use the 'Durham Learning Resources' facility to borrow a good supply of topic books, artefacts and software etc. to support the History topics being taught.

Monitoring and review

Monitoring of the standards of children's work and of the quality of teaching in history is the responsibility of the history subject leader and senior management team of the school.

The work of the history subject leader also involves supporting colleagues in the teaching of history, being informed about current developments in the subject.

Monitoring pupil's progress and coverage will be assessed through book monitoring, which will take place three times a year and through teacher planning.

History Curriculum Topics

Statutory subjects in all year groups.

Curriculum must be based on **Durham Agreed Syllabus 2012** for all maintained schools.

	Autumn Term	Spring Term	Summer Term
Year1	All About Me Changes within living memory – I'm making History!	Where I Live Significant places locally – history on my doorstep – where shall we go?	Famous Folk Significant people/events locally – Who/what made my corner of the world special long ago?
Year 2	Events from beyond living memory -who was here before me?	Lives of significant individuals national/ international, possible comparison of aspects of life – Who made history?	Holidays Changes within living memory and events beyond living memory- Happy holidays now and then!
Year 3	<u>Change – Stone Age to Iron Age</u> Who was here before me?		Ancient Egypt Earliest civilisation – choice eg. Egypt / Ancient China - Why are the pyramids in Egypt?
Year 4	It's all Greek Ancient Greece, life and influence - What did the Ancient Greeks do for me?	Romans Roman Empire and impact on Britain – Why did the Ancient Romans march through Durham?	North East Anglo Saxon and Scots settlement- What happened to Britain when the Romans left?
Year 5		Viking and Anglo Saxon struggles for power – how vicious were the Vikings?	Non-European Society (eg. Maya) - Who was making history in faraway places?
Year 6	Aspect or theme in British History post 1066 – 'A Magnificent Millennium' – How did life in Britain / Durham change 1000 – 2000 or 1066 to present day?		

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History Curriculum Topics – Class Groups 2018/2019

	Autumn Term	Spring Term	Summer Term
Class 2	(Geography)	<u>Classes 2/3/4</u> - Chronology –using dates. -using historical terms -to use historical enquiry.	<u>Classes 2/3/4</u> -Captain Scott and explorers
Class 3	(Geography)	<u>Classes 2/3/4</u> - Chronology –using dates. -using historical terms -to use historical enquiry.	<u>Classes 2/3/4</u> -Captain Scott and explorers
Class 4	(Geography)	<u>Classes 4- The Great Fire of London</u> - Chronology –using dates. -using historical terms -to use historical enquiry.	<u>Classes 2/3/4</u> -Captain Scott and explorers
Class 5	<u>Classes 5 /6/7</u> Stone-Age	<u>Classes 5 /6/7</u> Tudors	<u>Classes 5 /6/7</u> Ancient Egyptians
Class 6	<u>Classes 5 /6/7</u> Stone-Age	<u>Classes 5 /6/7</u> Tudors	<u>Classes 5 /6/7</u> Ancient Egyptians
Class 7	<u>Classes 5 /6/7</u> Stone-Age	<u>Classes 5 /6/7</u> Tudors	<u>Classes 5 /6/7</u> Ancient Egyptians
Class 8	<u>Classes 8 /9</u> Chronological events Britain/ Aztec civilisation Gods/goddesses Traditions	(Geography)	<u>Classes 8/9</u> Comparing the local area (past and present)
Class 9	<u>Classes 8 /9</u> Chronological events Britain/ Aztec civilisation Gods/goddesses Traditions	(Geography)	<u>Classes 8 /9</u> Comparing the local area (past and present)