

HISTORY POLICY

INTRODUCTION

At Aldingbourne Primary School we are passionate about providing all children with the opportunities to engage in history. This document outlines our aims in providing an exciting and engaging history curriculum to all children which sparks curiosity and equips children with the tools to ask and answer questions. The curriculum expectations and entitlement for all children are outlined as well as the topics for each Key Stage. This policy also summarises teaching methods and resources used to captivate the children and allow their knowledge of British and world history to blossom and grow, whilst building upon foundations laid in previous years. Finally, our methods in assessing the children's knowledge and progress is explored and how we enable children to gain a coherent knowledge and understanding of Britain's past and that of the wider world.

AIMS

We aim to deliver the history curriculum in an engaging manner, accessible to all children, of all learning styles, whilst building upon prior learning and making history fun.

Our further aims marry that of the National Curriculum. To ensure that all children:

- 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
- in Key Stage 1 & 2, 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 through History.

- 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.

CURRICULUM EXPECTATIONS AND ENTITLEMENT

At Aldingbourne School all children experience a broad and balanced history curriculum that takes into account all abilities, learning styles and emotional and intellectual development. History is taught as part of a topic, alongside other curriculum subjects. The topics are on a 2 year rolling cycle which enables each Key Stage to build upon prior knowledge obtained in previous topics. Long term planning is accompanied by medium term planning as well as daily planning for each weekly topic session. All daily plans are designed to ignite the children's interest in obtaining a greater understanding 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.

Early Years

In Early Years:

- children are introduced to the concept of passing of time
- they discuss past events in their own lives and the lives of family members
- they talk about the present
- they listen to stories and engage in termly topics which give them the opportunity to ask questions about people as well as events that have previously happened

Key Stage 1

During Key Stage 1:

- children develop an awareness of the past
- they learn where significant people and events fit within a chronological framework
- their historical vocabulary is widened
- their curiosity to ask questions ignited
- their strive to answer questions using stories and other sources nurtured.

Our topics which cover the Key Stage 1 History National Curriculum are:

Autumn

Houses and Homes
Food Glorious Food

Spring

Extreme Explorers
Hot and Cold

Summer

By The Seaside
Get Moving

Key Stage 2

During Key Stage 2:

- children continue to develop a chronologically secure knowledge and understanding of British, local and world history
- children establish clear narratives within and across the historical periods they study
- the subjects covered enable the children to note connections and trends as well as confidently use historical terms
- children are given opportunities to devise historically valid questions
- they are given the tools to construct informed responses to questions
- they are given opportunities to build upon their awareness that their knowledge of the past is constructed from a range of sources.

Our topics which cover the Key Stage 2 History National Curriculum are:

Lower Key Stage 2

Autumn

The Romans

Spring

Communication

The Greeks

Summer

The Vikings

Prehistoric Past

Upper Key Stage 2

Autumn

The Tudors

The Victorians

Spring

Amazing Americas

Summer

Sensational Sussex

Britain Since the 1930s

TEACHING METHODS AND RESOURCES

As a school, we pride ourselves on ensuring the teaching of History is creative, fun, exciting and accessible to all learners. We achieve this in the following way:

- children experience teacher in role when a historical figure comes to visit them. For example, during the Tudor Topic, Henry VIII visits the year 5 & 6 and in year 3 & 4, Hermes visits to teach the children the significance and characteristics of each Greek God and Goddess
- they participate in a variety of activities that enable children of all learning styles to access the objective being covered, whilst captivating their thirst for knowledge. For example, during the topic on Houses and Homes, the year 1 & 2 children learn about the history of castles. In a small group they share a non-fiction castle book, they take part in a run-around game in which they have to recall historical castle facts and they sort giant pictures into a chronological timeline and then drew what they have created

- children are given opportunities to have first-hand experience by visiting specific local sites of historical interest For example, Fishbourne Roman Palace, Tangmere Aviation Museum and Portsmouth Historic Dockyard
- we also have history experts visit the children in school to strengthen their knowledge and give them a further taste of past events and people.
- the use of resource boxes hired from the local museums give children the opportunity to experience artefacts from the past
- theatre companies are used regularly to bring historical topics to life and to use drama as a learning tool for the children. For example, in year 3 & 4 the children are visited by Hobgoblins who re-enact the myth of Medusa
- in Key Stage 1 and Foundation Stage, alongside classroom based activities, the children also have the opportunity to engage in child initiated history activities in the Ezone and Whaling Area. These are often accompanied by a role play area which enables the children to fully immerse themselves into a period of time in history. For example, during the Houses and Homes topic, the children have the opportunity to use the castle area to re-enact life in medieval time
- the school has a variety of both primary and secondary sources which are used when teaching the topics. These are used alongside our well stocked library, our ICT suite and West Sussex Library Loan Service to allow the children to fully immerse themselves in history from a variety of sources.

ASSESSMENT

At Aldingbourne School, formative assessment is an integral part of our daily practise. It is used to inform planning, to facilitate differentiation and to ensure that the children have the foundations to successfully build upon their prior historical knowledge. At the beginning of a topic, the children complete a mind map of what they already know. At the end of the topic, the mind maps are revisited and used as a summative assessment tool to highlight progress and understanding of the historical knowledge taught. At the end of the academic year, based on topic work and mind maps, a judgement is given by the class teacher which states if a child is working towards, within or met the history curriculum. This is reported to parents in the child's end of year report.