



History Policy – November 2017

Together We
Inspire Enjoy Achieve



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1. Introduction

At Godmanchester Community Academy we believe that history is an essential part of the curriculum.

2. Aims

The History Curriculum aims to:

- enable the children to develop a sense of identity within our society through learning about the historical development of the British Isles, Europe and the World;
- arouse the children's interest in the past;
- help our children to develop an interest in the past through the interpretation of and the understanding of events;
- to understand the present from the study of the past and be able to observe similarities and differences between the two;
- develop the ability to communicate historical knowledge in oral, written and visual forms, using appropriate vocabulary and techniques.

Specifically, history aims to develop the children's skills through:

- developing their historical enquiry; for example using sources
- developing a range of interpretations of history; for example comparing different versions of past events
- developing a range and depth of historical knowledge; for example recognising why people did things and what happened as a result
- their knowledge and understanding of chronological events; for example sequencing events and artefacts
- organisation and communication; for example using ICT to research

3. History's contribution to the wider curriculum

History has an important role in providing a broad and balanced curriculum. It provides many links with the wider curriculum such as:

- English (particularly speaking and listening)
- Maths (particularly data handling)
- I.C.T. See section 4.
- Geography
- P.S.H.E.
- Music
- Art and design
- spiritual, moral, social and cultural development
- citizenship
- problem solving
- working with others

4. I.C.T.

I.C.T. helps pupils investigate, organise, edit and present information in different ways. It gives pupils access to up to date information. The internet, data handling programmes, PowerPoint presentations and spreadsheets give the children the opportunity to research and then record information. Digital cameras and ipads help the children to capture their engagement in history in interesting ways. The internet and commercial software are used to see a world beyond their immediate environment. (ICT must be used in conjunction with the school ICT Policy).

5. Early Learning Goals

In Foundation, as part of the 'Understanding of the World' strand, the children are given the opportunity to look closely at:

- similarities, differences, patterns and changes
- past, present and the future.
- They are encouraged to ask questions about why things happened and to discover about their own place in history (their family). They begin to learn about this through acknowledging older, young and new people in their families.
- This is achieved through day to day discussions, play and through topic work e.g.
- 'Tour de France - old and new bikes, simple race history;
- 'Toys' – old and new.

6. Key Stage 1 Objectives

Detailed objectives for each year group's History curriculum are to be found in their schemes of work. Underpinning these are the key teaching objectives of History teaching:

K.S.1. children should be given opportunities:

- to learn about changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life
- to learn about events beyond living memory that are significant nationally or globally
- to learn about the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods [for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell]
- to learn about significant historical events, people and places in their own locality.
- to develop an awareness of the past, using common words and phrases relating to the passing of time.

- to use a wide vocabulary of everyday historical terms.
- to 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.
- to ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events.
- to understand some of the ways in which we find out about the past and identify different ways in which it is represented.
- There are six specific History topics studied in Years 1 and 2.
- Kings and Queens: Queen Elizabeth II (Year 1 – Lives of significant individuals);
- Remember Remember: Guy Fawkes & Remembrance Day (Year 1 – Events beyond living memory);
- Houses and Homes (Year 1 – Changes local study);
- Great Fire of London (Year 2 - Events beyond living memory);
- William Caxton & Tim Berners-Lee (Year 2 – Comparing lives of significant individuals);
- Mexico – Mayans, Aztecs and modern Mexico.

History is constantly revisited throughout the key stage (see curriculum organisation) historical stories; History linked to literacy and History in topics such as 'Changes' etc.

7. Key Stage 2 Objectives

Detailed objectives for each year group's History curriculum are to be found in their schemes of work. Underpinning these are the key teaching objectives of History teaching:

K.S.2. children should be given opportunities:

- to learn about changes in Britain from the Stone Age to the Iron Age;
- to learn about the Roman Empire and its impact on Britain;
- to learn about Britain's settlement by Anglo-Saxons and Scots;

- to learn about the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor;
- to learn about a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 (eg. the first railways or Battle of Britain);
- to learn about the achievements of the earliest civilizations – such as The Ancient Egyptians and The Incas;
- to learn about Ancient Greece;
- to learn about A local history study.
- to continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study.
- to note connections, contrasts and trends over time and develop the appropriate use of historical terms.
- to regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.
- to construct informed responses that involve thoughtful selection and organisation of relevant historical information.
- to understand how our knowledge of the past is constructed from a range of sources.

There are thirteen specific History topics studied during the four year phase:

1. The Stone and Iron Age (Year 3)
2. Leisure and entertainment in the twentieth century (Year 3)
3. Changing buildings over time – local study (Year 3)
4. Romans (Year 4)
5. Roman Godmanchester – local study (Year 4)
6. Ancient Egypt (Year 4)
7. Ancient Greeks (Year 5)
8. Anglo Saxons (Year 5)

9. Local transport study – railways focus (Year 5)
10. Native Americans (Year 6)
11. The Incas (Year 6)
12. The Vikings (Year 6)
13. Oliver Cromwell – local study (Year 6)

In addition, history is constantly revisited throughout the key stage (see curriculum organisation). Global events are discussed where appropriate and visitors with historical knowledge encouraged. History is “kept alive” in other non-specifically History topics e.g. Art history – Georgia O’Keefe and DT – totem poles. Local history has a prominent position in the curriculum, such as changes in the local railway infrastructure, Oliver Cromwell and the Roman fort site very close to the school.

8. Curriculum Organisation

In both K.S.1. and K.S.2. History is largely taught as part of integrated topic work. (See curriculum map). In half terms where there is no History-based topic, History is “kept alive” in a variety of ways.

K.S.1. touch upon the children’s place in history when talking about their families and news events. They plan links with history and literacy, using guided reading books with historical settings.

Some non-history based topics tend to have historical aspects e.g. South American geography (Peru) – The Incas.

A similar pattern is found at K.S.2. They also regularly link literacy to history, such as working with Roald Dahl’s autobiography, ‘Boy’ and a Viking story, ‘Feasting the Wolf’. National events are marked such as The Poppy Appeal, Armistice Day on 11th November and Remembrance Sunday. Important news events such as The Magna Carta Anniversary are marked. All year groups ensure that some specific History skills are addressed each half term.

In addition we value our large school ground site and its central position in Godmanchester, as well as its historical significance. We have now hosted several archaeological digs, to see what we can find. The Memorial Garden by The Cage was originally researched and designed by Gardening Club as a Tudor Garden.

9. Time Allocation

On average 45-50 minutes per week is allocated to History at K.S.1. and 55-60 minutes at K.S.2. Sometimes time is collected and used on a Viking, Egyptian or Greek Day. Throughout the year History is revisited where appropriate (See Curriculum Organisation).

10. Continuity and Progression

Continuity is maintained in the History curriculum by revisiting important elements such as historical enquiry and oral and written communication skills. Similar topics are also reinforced e.g. Local studies: Homes (Yr 1) – Changing buildings in Godmanchester (Yr 3).

Progression is considered (See History Progression Guidelines). It is also recognised that some children will be working above or below the expected levels. See skills progression grids. Careful note is taken of the progression from K.S.1 to K.S.2., so that children's skills are developing as they learn about new periods of history.

11. Resources

There is a list of resources in the History Coordinator's file.

K.S.1. resources are mainly kept in topic boxes in the classrooms and the resources cupboard near the new Foundation classroom.

These include photographs, dvds, big books, artefacts, text books, role play areas

K.S.2 resources are kept in topic boxes in classrooms, the Year 5/6 corridor or the resources cupboard near the new Foundation classroom.

These include photographs, artefacts, textbooks, dvds and greek pots.

12. Health and Safety

Health and safety issues are very important and relevant to historical visits and handling of artefacts, It is important that all staff adhere to the guidelines for trips, especially regarding staff/pupil ratio, supervision in older buildings etc. Risk Assessments are carefully considered prior to visits and evaluated on return.

13. Equal Opportunities and Inclusion

As a school we aim to give all pupils an equal opportunity of receiving a high quality history education, regardless of physical or mental ability, race, gender or social circumstances.

We aim to:

- set suitable learning challenges to suit pupil's abilities
- respond to pupil's diverse learning needs
- overcome potential barriers to learning and assessment for individuals
- ensure all pupils can be included safely in accessing the curriculum and visits
- be aware and plan for a range of problems that pupils might encounter on visits e.g. mobility, illness, environmental – asthma etc.
- be aware of visual difficulties of some pupils – notably colour blindness.
- show sensitivity when pupil's relatives are discussed (set into chronology).

14. Assessment and Recording

Assessment is ongoing throughout the year in History based on the skills ladders written at the beginning of 2017. Children's next steps are planned from these skills ladders.

15. Community Links

As a community academy these are important. Parents are asked to participate wherever possible. They assist on visits and in artefact handling sessions. Governors and parents / grandparents come and talk about their experiences eg. evacuation, knowledge of historical periods / re-enactment societies. Staff and local people bring in artefacts, eg. old toys, telephones, walkmans etc. Local inhabitants allow access to their gardens to see Roman artefacts. There is a strong link with the local history societies.

16. Role of the Coordinator

- to lead and direct history;
- to support staff;
- to provide resources;
- to monitor history and ensure sound planning and teaching;
- to keep up to date with developments in history and inform staff;
- to ensure improved standards of learning and achievement for all pupils.

17. Policy Review

The History policy will be reviewed by the co-ordinator and the senior management team and up-dated where necessary.

Reviewed and amended- Helen Ivory - November 2017

Policy Details	Date	Name
Policy approved by Senior Management:	November 2017	Claire Wood
Policy approved by Senior Governor Coxhead	November 2017	Roger
Date of next review:	November 2019	

Policy Section: Section 1A – Curriculum Policies (Pupils)

Policy reference: GCA - 1A/ 06 HT