

Holy Trinity Rosehill VA CE Primary School



History Policy

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Policy for History.

Definition of History.

In the Cambridge International Dictionary of English (2002) the definition of History is: '(the study of, the record of or the story of) past events considered together, especially events or developments of a particular period, country or subject.' So, in Holy Trinity Rosehill VA CE Primary the study of History is concerned with finding out about people, places and events that have happened in the recent and the more distant past.

Rationale for History.

At Holy Trinity Rosehill VA CE Primary School we believe that the studying of History enables the children to develop a sense of their place in time and shows how they come to be living like they do in their time. The study of History helps to develop an enquiring mind, improve problem solving skills, develop pupils' study skills through investigation and to be critical when using primary and secondary sources of evidence.

Aims for History.

- Pupils will understand that the society in which they live has been shaped by developments in the past
- Pupils will learn about the roles that individuals, movements and events have played in shaping modern society
- Pupils will learn to study primary and secondary sources of historical evidence, asking questions and solving problems
- Pupils will develop the ability to communicate historical knowledge orally, visually and in writing using appropriate techniques and vocabulary
- Pupils will appreciate how and why some aspects of the past are subject to different interpretations

Entitlement for pupils in History.

At Holy Trinity Rosehill VA CE Primary School all pupils will be given equal opportunities to access their entitlement of the History curriculum. This applies to all children regardless of age, gender, race and faith, and this is inclusive to children of all abilities. All pupils can access a broad and balanced History curriculum, which meets the specific needs of individuals and groups of pupils.

Planning for History.

We teach History in Reception and Nursery classes as an integral part of the topic work covered during the year. As the Reception and Nursery classes are part of the Foundation Stage they follow the EYFS curriculum which underpin the planning for children aged three to five.

The rest of the school follow the new National Curriculum September 2014. We plan History as part of our Creative Curriculum and the aims and objectives are covered presently through the topics in our long term plan. Medium term planning takes place co-operatively within year groups. Learning activities are sequenced to ensure progression and continuity throughout the school. Class teachers then complete a short term plan for each history lesson. These list the specific learning objectives, process success criteria for each lesson and detail how the lessons are to be taught along with details of any resources.

Long Term Plan – History

	<i>AUTUMN</i>		<i>SPRING</i>		<i>SUMMER</i>	
<i>Nursery</i>	Use common words and phrases relating to the passage of time. Find out about the past from various sources(including their past, from photographic sources)		Use common words and phrases relating to the passage of time. Find out about the past from various sources(including their past ,from photographic sources)		Use common words and phrases relating to the passage of time. Find out about the past from various sources(including their past, from photographic sources)	
<i>Year 1</i>	Changes within living memory. Aspects of change in national life	Events commemorated through festivals or anniversaries Bonfire Night	Significant historical events, people or places in their own locality George Stephenson and the Railways		Events beyond living memory that are significantly nationally or globally Castles/Middle Ages	
<i>Year 2</i>	Significant historical events, people and places in own locality - Captain Cook	Events commemorated through festivals or anniversaries - Bonfire night themed week	Events beyond living memory - The Great Fire of London	Events beyond living memory - The Great Fire of London	Compare aspects of life in different periods - Mary Seacole and Florence Nightingale and then Edith Cavell	Compare aspects of life in different periods - Mary Seacole and Florence Nightingale and then Edith Cavell

<i>Year 3</i>	Changes in Britain from the Stone Age to the Iron Age.	Iron Age- Hill forts and tribal kingdoms, farming art and culture.		The achievements of the earliest civilisations- an overview of where and when the first civilisations appeared and a depth study (Ancient Egypt)		
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<i>Year 4</i>	British resistance e.g Boudicca	Roman invasion of Britain and the impact it had	Roman withdrawal from G.B. and fall of western Roman empire.	G.B. Settlement by Anglo-Saxons and Scots	Anglo-Saxon art and culture	Christian conversion Canterbury, Iona and Lindisfarne
<i>Year 5</i>		Ancient Greece - A study of Greek life and achievements and their influence on the western world	Viking and Anglo-Saxons struggle for the kingdom of England to the time of Edward the Confessor			
<i>Year 6</i>	A significant turning point in British history, e.g World War two.	A study of an aspect or theme in British history, beyond 1066	SATS preparation	SATS preparation	A non-European society that provides contrast with British history	Mayan civilization CAD900

Delivery of History.

In History children are taught in single age mixed ability classes. They can be taught as a whole class, in groups, pairs or as individuals.

Assessment of History

Children demonstrate their ability in History in a variety of different ways. Younger children might, for example, act out a famous historical event, whilst older pupils may produce a PowerPoint presentation. Teachers will assess children's work by making informal judgements during lessons. On completion of a piece of work, the teacher will assess by marking in accordance with our school's marking policy and commenting as necessary and will use this information to plan future learning. Children are encouraged to take part in a range of self-assessment and evaluation activities such as, traffic lighting achievement against objectives and success criteria, the use of talk partners and so on.

Resource management for History.

Most resources are held in each classroom and some central stores. Teachers are also able to order books and 'real life' resources to support the teaching of history skills through the history co-ordinator. The co-ordinator carries out resource audits to match resources to teaching and learning. Consumable items are replaced according to need.

Health and Safety Issues related to History.

The school is committed to pay due regard to the health and safety issues of pupils undertaking any historical activity. Any visit must be planned and organised in line with our School visit policy. It is very important that pupils and adults understand the need for safety when visiting a place of historical interest and how they can achieve this.

Subject coordination

The subject coordinator is responsible for monitoring progression and continuity in History. The coordinator is responsible for monitoring planning, resources and creating a moderated, levelled portfolio of work. Planning is monitored by the co-ordinator and the headteacher by accessing the staff hub for centrally held plans. The implementation policy is monitored by the head teacher and the school's governing body.