

# YORKMEAD JI SCHOOL (NC)

## HISTORY POLICY

### Aims and Objectives:

The main purpose of History education is to ensure pupils acquire a coherent knowledge and understanding of Britain's past and that of the wider world. The pupils at Yorkmead are encouraged to ask questions, think critically, weigh up evidence and understand different arguments and perspectives to create their own judgement about past events. A good quality History education will enable children to understand people's lives, the diversity of the society in which we live and relationships between different groups of people in the past and the present. This will help children to understand their own identity and the challenges of their time.

The main aims of History education are to enable pupils to:

- Recall, select and organise historical information by developing a sense of sequence and chronology.
- Use historical language and terminology such as 'empire', 'civilisation', 'parliament' and 'peasantry'.
- Understand methods of historical enquiry, including how evidence is used rigorously to make historical claims, and how contrasting arguments and interpretations of the past have been constructed.
- Identify reasons for different ways in which the past is represented and interpreted.
- Know and understand significant aspects of the history of the wider world including ancient civilisations; the expansion and dissolution of empires and achievements and follies of mankind.
- Gain a perspective on past events by understanding the connections between local, regional and international history; between cultural, economic, political and religious history; and between short- and long-term timescales.
- Contribute to the pupils' knowledge and understanding of people in other societies, religions, cultures and countries, as well as their own.
- Contribute to the pupils' understanding of the present and future in light of the past.
- Enrich other curriculum areas and make appropriate cross-curricular links.

## Content Outline

**Key Stage One:** Pupils should be taught about: changes within living memory; events beyond living memory that are significant nationally or globally; the lives of significant individuals who have contributed to national or international achievements; and significant historical events in their own locality.

### Year 1

- 1) Who wears a hat like this? End Product: Perform a hat fashion show and create a gallery of portraits.
- 2) Whose toys were better... yours or your Grandparents? End product: To make a simple toy.

### Year 2

- 1) What was so great about The Great Fire of London? End Product: Junk modelling of buildings designed by the architect, Christopher Wren.
- 2) Oh we do like to be beside the Seaside! End product: Make puppets and musical instruments for a Performance.

**Key Stage Two:** 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 civilisations; Ancient Greece; and a non-European society that provides a contrast with British history.

### Year 3

- 1) How would you survive back in the Stone Age and the Iron Age?
- 2) Who were the Celts? End Product: Make an Iron Age settlement.
- 3) Can a man be a mummy? End Product: Trip to the Museum to study Ancient Egyptian artefacts; To make a sarcophagus.

### Year 4

- 1) What did the Romans ever do for us? End Product: To design and create a mosaic container.
- 2) What did the Greeks ever do for us? End Product: To participate in some Olympic style games.
- 3) Is Shakespeare still fun to read today? End Product: Talking Textiles project.

### Year 5

- 1) What did the Anglo-Saxons and Vikings ever do for us? End Product: To make jewellery and create a Viking Saga.
- 2) Who invented Chocolate? End Product: Design a new chocolate biscuit and packaging.

### Year 6

- 1) Who were the Victorians?
- 2) Who were the Mayans?

### 3) How has Crime and Punishment changed throughout British History?

#### **Teaching Methods**

Whole school planning achieves continuity and progression. Wherever possible, non-core subjects are taught using a thematic approach to raise levels of engagement and enjoyment for all learners. Year group staff plan together to determine how the objectives and aims of the curriculum will be met, which they map out onto a half termly plan to identify the areas of study to be taught, learning objectives, resources, and cross-curricular links which will be made. The agreed curriculum is delivered through a variety of whole class, group and individual activities with differentiation to meet the needs and interests of individual pupils.

Pupils are encouraged to plan and carry out research using a wide range of resources, including:

- Written sources, such as maps, books, the Internet, archive records, newspapers, letters and diaries.
- Visual sources, such as photographs, artefacts, video and computer based materials, posters, paintings, buildings and sites.
- Oral sources, such as tape-recorded interviews, news reports, music, nursery rhymes, popular sayings.
- Role-play, drama, dance, music and art to provide opportunities for historical reconstruction and exploration.
- Children should be encouraged to communicate their findings orally, visually, creatively through practical activities and in writing.

#### **Assessment**

Pupils' progress is assessed through the marking of work, dialogue with the pupils and through comments made by the pupils during class discussions. This regular assessment is discussed weekly at planning meetings to inform future planning. Pupils also take part in their own assessment through answering questions about what they have learnt during plenary activities and work is discussed and marked with the pupil where appropriate. Formal assessments are made at the end of a Topic by the class teachers who record the child's progress onto a school tracker against the National Curriculum objectives. These are then assessed by teachers to inform future planning and by the History coordinator to make any whole school changes as necessary. Individual pupils' progress is reported to parents at parents evening and through the yearly written pupil reports.

A cross section of books is collected from each class by the History Co-ordinator during each term. Planning is looked at to ensure effective monitoring and assessment of the delivery of History throughout the school to determine evidence of progression and to ensure that any gaps in children's understanding are filled. Feedback and subsequent development points are given to class teachers who have the chance to discuss any of the issues that have arisen.

## **Resources**

Each classroom, whilst working on a history topic, have historically based displays and a box containing a selection of historical artefacts and non-fiction books. There is also a variety of books available in the school library relating to the study topics for children to read. Laptops are available for classes to use to carry out research or any ICT based work. The history co-ordinator is available to provide help, support and advice within the school as necessary.

## **SEN**

All pupils are given equal access to the History Curriculum. Pupils' individual educational needs are identified and met through differentiation of tasks, resources and amount of teacher support. Targets set for children on IEP's are taken into account where appropriate (particularly during written tasks) and class teachers plan appropriate work for their current cohort.

## **Inclusion**

Yorkmead has a whole school approach to the creation of policies, practices and curriculum that attempts to ensure all children are encouraged to develop mutual knowledge, understanding and acceptance. All teaching staff create effective learning environments suited to the needs of all of our pupils and deploy a range of teaching styles to pupil engagement and motivation, including the use of practical and group tasks. Gifted and talented pupils should be planned for through differentiation and higher level questioning to ensure they make good progress and develop a deeper understanding of the era they are studying. A large number of pupils have English as an additional language and so planning takes account of this and provision is differentiated as appropriate. Teachers should be sensitive to gender, age, culture and ethnicity, when dealing with historical issues and should encourage pupils to respect historical artefacts, particularly in the way in which they are handled.

## **Health and Safety**

Risk assessment for resources and trips is done in accordance with the Yorkmead Health and Safety policy and completed prior to a trip by the teaching staff and Headteacher.

## **Monitoring and Review**

The History Co-ordinator is responsible for monitoring the teaching of this subject. The co-ordinator supports colleagues as necessary and provides regular feedback from planning and book scrutinies as well as offering appropriate support.

**The History policy was reviewed Autumn Term 2017 by Miss N.Heraper**

**The policy will be reviewed in the Autumn Term 2019.**

*Yorkmead School is committed to the safeguarding and promoting of well-being for all children.*

Signed.....(Chair of Governors)

Date:.....