



# **Scargill Church of England Primary School**

## **History Policy**

Approved: November 2021

Review date: November 2022

### **History Intent:**

Our vision here at Scargill is that a high-quality history education will help pupils gain a coherent knowledge and understanding of Britain's past and that of the wider world which should inspire pupils' curiosity to know more about the past. We hope to equip pupils with the skill to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. We hope to instill in our pupils a passion for history. Here, history is brought to life, enabling children to explore like detectives and work like historians.

We believe that as far as possible, history lessons should be biased towards practical lessons, with artefacts, ICT and drama playing a key part. Trips, visitors and 'Wow Days' also greatly enhance our History curriculum.

### **Aims:**

The national curriculum for history aims to ensure that all pupils by the end of each key stage, know, can apply and understand the matters, skills and processes specified in the relevant programmes of study.

### **Key Stage 1**

Pupils should be taught about:

- changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.
- events beyond living memory that are significant nationally or globally.
- 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 significant historical events, people and places in their own locality.

### **Key Stage 2**

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 study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.

- The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang, Dynasty of Ancient China
- Ancient Greece – a study of Greek life and achievements and their influence on the western world .
- A non-European society that provides contrasts with British history. One study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300

### **Teaching and Learning Styles:**

The expectation is that Learning and teaching styles will differ from each lesson and will address the needs and wants of the children and the subject being taught. At Scargill CE Primary School we utilise many learning and teaching styles. History will be taught through an **enquiry based** curriculum and can link to other curriculum subjects where possible. As far as possible, history should be biased towards practical lessons, with artefacts, ICT and drama playing a key part. Trips and visitors also greatly enhance our History curriculum.

### **History planning:**

History is planned for in year group teams and it must follow an enquiry based approach. Discreet history lesson plans will be planned, and medium term planning can be found on the shared server. Where appropriate history themes may also be explored through quality texts in English sessions. Where appropriate opportunities for extended, open historical research projects should be provided as option within homework tasks, to help foster pupils' interest in the past.

Lessons are to begin with a quick **Revisit, Remember and Respond** activity. This is for the teacher to assess the children's prior learning and address any misconceptions

### **Assessment and recording:**

Formative assessment is the basis for assessment in History. Class teachers are to be responsible for assessing whether pupils in their class are emerging, expected or exceeding against the National Curriculum criteria.

History work, where appropriate, will be recorded in [Blue History Books](#) but evidence may also be photographic, within extended writing and on classroom displays.

### **Resources:**

Resources for both Key Stages can be found within the resource cupboards in the Meeting Room.

### **Inclusion and Differentiation:**

All children must have regular access to History lessons appropriate to their stage of development. Challenge is integral to our teaching and we aim to encourage all pupils to reach their full potential through the provision of varied opportunities. Work must be differentiated to aid children's learning.

More-able children should be given open-ended tasks and be given opportunities for further research and more challenging studies. We recognise that our curriculum planning must allow pupils to gain a progressively deeper understanding and competency as they move through Scargill CE Primary School.

### **Community Links:**

History at Scargill C of E Primary contributes to the community by promoting the study and understanding of local sites, including the direct locality of the school. This is in order for children to have an understanding of their local heritage; to develop a sense of pride in their community ensuring they are willing and able to protect the history, environment and culture for future generations.

### **Monitoring and review:**

The History curriculum leader and class teacher are responsible for monitoring the standard of the children's work and the quality of teaching in history. The History curriculum leader is responsible for supporting colleagues in the teaching of history, for being informed about current developments in the subject and for providing a strategic lead and direction for the subject in the school. The History curriculum leader will complete an action plan where they evaluate the strengths and weaknesses in the subject and indicate areas for further improvement, as required. The History curriculum leader must therefore make use of non-contact time to undertake monitoring of history across the whole school.

Amy Bown 2021

History Subject Lead