



Appleton CE (A) Primary School

History Policy

Definition

The word 'history' carries two meanings: the past and the study of the past. The past influences all aspects of our lives. It shapes the customs and beliefs of the communities to which we belong. Learning about the past and the methods used to study it will help pupils to make sense of the world in which they live.

Philosophy

History gives us a sense of identity. It fires the children's curiosity about the past in Britain and in the wider world. While history is about real people who lived in the past, its fundamental concern is the understanding of human conditions, set in the context of time. Such understanding comes from the study of life in the past, of thoughts, beliefs, emotions and actions, as people related to each other and their environment as they encountered and solved problems.

In history, children find evidence, consider it and reach their own conclusions. To do this, they need to research, sift through evidence and argue their point of view. All of which are skills that are essential in adult life.

Aims

The purpose of teaching history in Appleton School is:

- To introduce pupils to what is involved in understanding and interpreting the past
- To develop an understanding of the history of these islands as a coherent, chronological narrative
- To develop knowledge and understanding of significant aspects of the history of the wider world
- To help pupils to understand how the past has influenced the present
- To encourage pupils to understand the nature of evidence by emphasising history as a process of enquiry and developing the range of skills required to interpret primary and secondary evidence
- To develop an understanding of the different ways the past is represented and interpreted
- To help pupils develop a sense of identity through learning about the development of their local area, Britain and the wider world
- To know how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world
- To gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'
- To develop an understanding of 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.
- To 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

National Curriculum Objectives

In the Foundation Stage, children's work will be related to the objectives set out in Development Matters. Generally, this involves taking significant events in the child's own life and in the lives of people who are close to them.

Key Stage One

Pupils will be taught about the past, using common words and phrases relating to the passing of time. They will learn where the people and events they study fit within a chronological framework and they will be able to identify similarities and differences between ways of life in different periods. They will be taught a wide vocabulary of everyday historical terms. Children will ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. They will study some of the ways in which we find out about the past and identify different ways in which it is represented.

Key Stage Two

Pupils will 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. They will note connections, contrasts and trends over time and develop the appropriate use of historical terms. They will regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. Children will construct informed responses that involve thoughtful selection and organisation of relevant historical information. They will understand how our knowledge of the past is constructed from a range of sources.

Programmes of Study

The school will follow the 2014 National Curriculum Programmes of Study as set out below:

Key Stage One	Key Stage Two
<p>Pupils should be taught about:</p> <ul style="list-style-type: none">• 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	<p>Pupils should be taught about:</p> <ul style="list-style-type: none">• 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 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

Agreed Approach to Teaching and Learning

- A large proportion of the work undertaken by pupils will have an investigative/ enquiry approach. By studying primary and secondary evidence, pupils will ask questions, analyse information and communicate their knowledge and understanding in a variety of ways.
- Activities will be created to provide opportunities for pupils to develop, apply and make progress within the wide range of historical skills and concepts e.g. chronology, change over time, social, cultural, religious and ethnic diversity; historical interpretation.
- As teachers we must have an awareness of the messages or bias that we might unwittingly pass on, either through our questioning/ discussions or selection of materials/ resources.
- Visits and fieldwork are an important part of a pupils' entitlement. They must meet the requirements as set out in the Health and Safety policy in relation to school visits. Careful preparation will ensure that pupils are given tasks appropriate to their ability, which will develop their skills of observation, questioning and recording.
- The work in history will be planned to provide appropriate links with other subjects.
- Inclusion: in consideration of pupils' varied life experiences and needs, we will ensure that the history curriculum is available to all pupils, with equal and appropriate access.