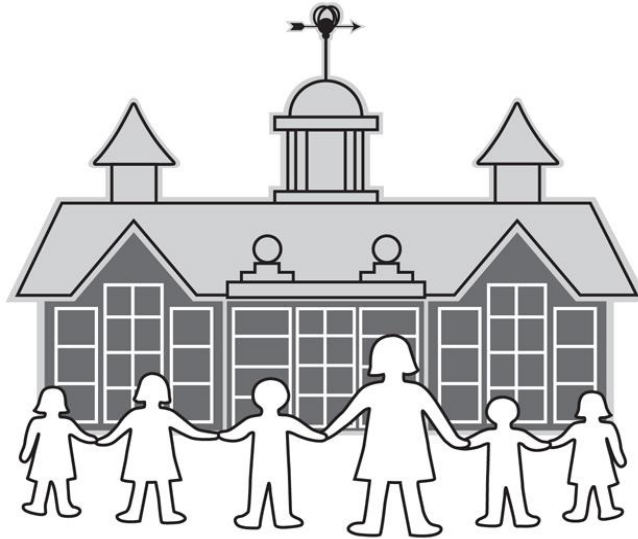


North Ealing Primary School



History Policy

School lead for this policy:	D Fagan
Committee with oversight for this policy - Curriculum	
Policy to be approved by the Curriculum Committee	
Policy last reviewed by the Curriculum Committee	March 2016
Policy last ratified and adopted by Full Governing Body	Spring 2016
Policy / Document due for review	March 2020

North Ealing Primary School

History Policy

Statement of Intent:

"A high-quality history education will help pupils gain a coherent knowledge and understanding of Britain's past and that of the wider world. It should inspire pupils' curiosity to know more about the past. Teaching should equip pupils to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgment. History helps pupils to understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time."

(National Curriculum 2014)

"I'm interested in the way in which the past affects the present and I think that if we understand a good deal more about history, we automatically understand a great more about contemporary life."

Toni Morrison (Nobel and Pulitzer Prize winner)

Rationale:

A broad and balanced History curriculum enables pupils to:

- Develop an interest in and curiosity about the past of Britain and the wider world, including the lives of people who lived in the past.
- Develop a coherent knowledge and understanding about the past of Britain and the wider world, including the lives of people who lived in the past.
- Consider and understand how events in the past have influenced our lives today.
- Develop a chronological framework of significant events and people, and through this, develop a sense of identity and cultural understanding.
- Find evidence; ask perceptive questions; weigh it up and reach their own conclusions; thus developing the skills of inquiry, interpretation and problem solving.

Aims:

At North Ealing Primary School History teaching aims to encourage pupils:

- To encourage children to reflect on the actions of people from the past and to appreciate how things have changed over time;
- To develop confidence, curiosity and interest in the past and to foster an understanding that enables the children to be motivated and enthusiastic about all that history has to offer;
- To build the children's knowledge and understanding of events (including local, British and world History)
- To enable as many children as possible to examine historical artefacts and primary sources;

- To develop a sense of chronology and time, in order to make links between past societies and to understand the similarities and differences between historical periods;
- To help children understand society and their place within it, so that they develop a sense of their cultural heritage;
- To develop in children the skills of enquiry, thinking, investigation, analysis, evaluation and presentation;

In order to achieve this, history will be delivered using a variety of interesting and engaging teaching and learning approaches, including research and investigation, creative and imaginative work as well as the use of primary sources. This will result in a rich and varied body of work from the children, such as writing, pictorial, speaking and drama and ICT applications; all of which will bring history to life and develop key skills for learning across the curriculum.

Inclusion

- All pupils regardless of race, creed, gender, class, ability or disability are given the opportunity to develop their history skills and understanding in a safe and supportive environment.
- Teachers should be aware of the individual and differing needs of all pupils, including those with physical, emotional and learning difficulties as well as those pupils identified (or being monitored) as able and talented.
- Where possible, British history is set within the context of Europe and the World. Resources are carefully selected to include a range of perspectives from men, when, different races, different nations and/or religious groups.
- History enables pupils to learn about other cultures promoting respect and positive attitudes towards others; it recognises that the pupil's own cultural background is an invaluable resource which may give an alternative view of events from the past as well as the present.

Implementation and organisation:

Planning is currently organised in line with the National Curriculum (2014) guidelines for years 1-6

History provision in the EYFS Stage is linked to the seven areas of learning; with particular relevance to 'knowledge and understanding of the world'.

Pupils in Key Stage 1 develop an awareness of the past by using common words and phrases relating to the passing of time. They use a chronological framework to understand where people and events fit within their topic of study. Children think of, ask and answer questions, using other resources to display their knowledge and understanding of key features and events.

Pupils in Key Stage 2 continue to develop a chronologically secure knowledge and understanding of British, local and world history by analysing a range of sources. They note connections, contrasts and trends over time and develop the appropriate use of

historical terms. Children devise and respond to historically valid questions about change, cause, similarity and difference and significance.

Children across both key stages are given as many opportunities as possible to visit sites of historical importance. For example, Kensington Palace in Year 5, gives children an insight into the life of Queen Victoria whilst adding to their topic around the Victorians.

Visitors are also encouraged to come into the school and talk about their experiences of events in the past. For example, in relation to the centenary of the Great War, a soldier from the RAF visited in November 2014 to talk to the children about his experiences working in the military.

Year Group	Topics of study
Year One	Changes within living memory e.g. home Significant historical events, people and places in their own locality e.g. transport in Ealing.
Year Two	Events beyond living memory that are significant nationally or globally e.g. the Fire of London. The lives of significant individuals in the past who have contributed to national and international achievements.
Year Three	Changes in Britain from the Stone Age to the Iron Age. The Roman Empire and its impact on Britain.
Year Four	Britain's settlement by Anglo-Saxons & Scots. The Viking & Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor. Ancient Egypt.
Year Five	Victorians – a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066. Early Islamic civilization, including a study of Baghdad c AD900.
Year Six	WW2 in London – a local history study. Ancient Greece.

Impact

- Pupils at North Ealing Primary School develop a chronologically secure knowledge of British history, wider world history and local history.
- Pupils across KS1 and KS2 develop good literacy skills across the curriculum as topics often lend themselves to styles of writing such as diary entries and non-chronological reports.

Resources:

The history coordinator is available for advice and support where needed.

General resources and artifacts for individual units of work are stored in the lower staffroom.

The internet is an invaluable tool for historical investigations and a list of useful website addresses is available from the history co-coordinator.

Museums can also provide excellent resources and artifacts which can be borrowed for a short period of time. For example, Gunnersbury museum which has several trunks containing artifacts (both genuine and replicas) from a particular historical time period such as Victorian.

Assessment and record keeping:

- Children should be observed and assessed as often as possible and at least at the end of each topic. The assessed work may be in the form of written work, teacher question/answer sessions, drama, audio tape, interviews, digital images or oral presentations.
- Each unit of work in KS1 and KS2 is derived from the NC14. The progress made by the children is measured against expected outcomes; these are detailed in each Key Stage and are tracked using Classroom Monitor.
- Key Questions relating to each topic, draw on the child's verbal skills; developing pupils' questioning skills; encouraging description, explanation and opinions.

See also School policies on:

- Teaching and Learning
- Assessment and Record keeping
- Inclusion
- SEN
- A&T

Sources:

- The National Curriculum 2014
- Previous history policy