

John Ruskin Primary School and Language Classes

History Policy

Coordinator: Owen Thompson

Last review: 2020

Next review: 2023



“Be responsible, be fair, stay positive and care”

HISTORY POLICY

WHAT IS HISTORY?

“History is all that ever happened in the world, the record of whatever happened (the narrative or story) and the interpretation or explanation of that record at the time and since”.

Aspects of history include chronology, time, story, narrative, artefacts and documents, environment and eventually a world framework.

The history we aim to teach may differ from the traditional history we learnt ourselves. Family history, oral history and local history are as valid as the more traditional approaches of Kings, Wars and Politics and, as such, all are taught with equal validity.

WHY TEACH HISTORY

In the teaching of history there are three main areas to consider:

- The personal, inward looking needs (to help the child develop as a well-adjusted stable adult.
- The outward-looking needs of the child in relation to society.
- The practical needs of the child (to use) essential historical concepts and skills learnt in a study of the past.

A sense of time is the greatest contribution history can make to all other areas of learning.

1. Knowing about themselves, their families and their past helps children to understand why they are as they are, for good or ill. Human nature makes mankind naturally self-centered. The education of children at home and at school is part of the process of leading children from this inward-looking preoccupation to thinking of others and being unselfish in attitudes, words and actions.

Children who understand themselves, their thoughts and weaknesses, become more confident, self-respecting people, knowing that they have a purposeful role to fulfil in society. Knowing about people in the past and discussing them with their peers helps children to have the confidence to cope with people in life. The determination of William Wilberforce to end slavery, Florence Nightingale to improve the care of the sick and Marie Curie to find a cure for cancer are examples of endurance in the cause of social betterment which can give children confidence in difficult tasks.

2. Children who understand themselves and have confidence in their powers, however limited they may be, need to move out from this position to try and understand the world around them. This includes other children, their families and adults.

It should also include knowledge of many areas of information for an appreciation of various forms of the media. This is particularly important for the understanding of television. Television is often present and unexplained. Many issues depend on geography but are all historically based and have a past history going back far beyond the birth of the children concerned.

Another outward-looking need of young children is for them to develop an interest in people and to tolerate the points of view of others. The past is concerned with interaction of people and events all over the world.

3. The past can also supply practical needs through the use of concepts and skills specific to history. This is true of the sense of sequence of time. This involves a need for evidence, which can be found from artefacts, oral evidence, pictures, plans and maps, and written evidence. A sense of time is also concerned with change and difference.

AIMS

The National Curriculum for history (2014) aims to ensure that all pupils:

- know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world
- know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind
- gain and deploy a historically-grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'
- understand 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 and analyses
- understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed
- 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.

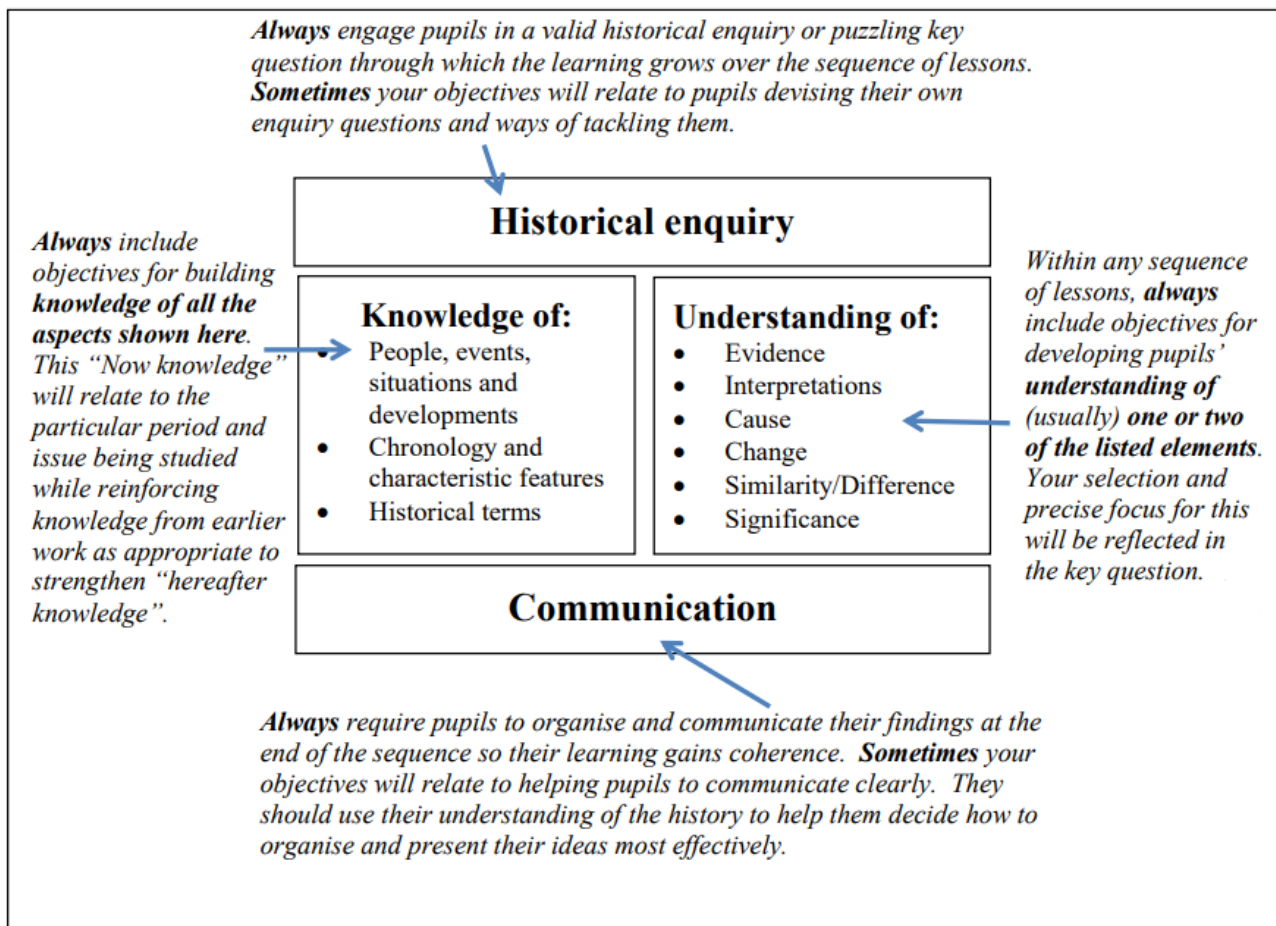
John Ruskin adheres to the requirements specified in the Programmes of Study as set out in the 2014 National Curriculum.

PROGRESSION IN HISTORY

Progression in history involves developing historical perspective through ...

- wider, more detailed and chronologically secure knowledge
- sharper methods of enquiry and communication
- deeper understanding of more complex issues and of abstract ideas
- closer integration of history's key concepts
- greater independence in applying all these qualities

The first three aims of the National Curriculum for History are primarily concerned with building knowledge. The next three are concerned with understanding the big ideas and processes of history. Lesson structure should attempt to follow the 'sandwich' model below.



COVERAGE

Coverage has been recently reviewed and follows the coverage set out in the National Curriculum for History 2014.

Key Stage 1		
<i>Knowledge / understanding of British history</i>	<i>Knowledge / understanding of wider world history</i>	<i>The ability / disposition to:</i>
<input type="checkbox"/> Changes within living memory - used, where appropriate, to reveal changes in national life <i>See also wider world history</i>	<input type="checkbox"/> Events from beyond living memory that are significant nationally or globally <input type="checkbox"/> 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	<input type="checkbox"/> Be aware of the past, using common words & phrases relating to time <input type="checkbox"/> Fit people/events into chronological framework <input type="checkbox"/> Identify similarities / differences between periods <input type="checkbox"/> Use wide vocabulary of everyday historical terms <input type="checkbox"/> Ask and answer questions <input type="checkbox"/> Choose and use from stories and other sources to show understanding <input type="checkbox"/> Understand some ways we find out about the past <input type="checkbox"/> Identify different ways in which past is represented
<i>Local history</i>		
<input type="checkbox"/> Significant historical events, people and places in their own locality		

Key Stage 2 The following areas of study taught through a combination of overview and depth studies		
<i>Knowledge / understanding of British history</i>	<i>Knowledge / understanding of wider world history</i>	<i>The ability / disposition to:</i>
<input type="checkbox"/> Changes in Britain from the Stone Age to the Iron Age <input type="checkbox"/> The Roman Empire and its impact on Britain <input type="checkbox"/> Britain's settlement by Anglo-Saxons and Scots <input type="checkbox"/> Viking and Anglo-Saxon struggle for the kingdom of England to the time of Edward the Confessor <input type="checkbox"/> An aspect or theme of British history that extends pupils' chronological knowledge beyond 1066 <i>Local history</i> <input type="checkbox"/> A local study	<input type="checkbox"/> The achievements of the earliest civilizations; depth study of one of: <ul style="list-style-type: none"> • Sumer • Indus Valley • Egypt • Shang Dynasty <input type="checkbox"/> Ancient Greece – life, achievements, influence <input type="checkbox"/> Non-European society that contrasts with British history. One of: <ul style="list-style-type: none"> • early Islamic civilizations inc study of Baghdad c 900AD • Mayan civilization c. 900 AD • Benin (west Africa) c. 900-1300 	<input type="checkbox"/> Continue to develop chronologically secure knowledge of history <input type="checkbox"/> Establish clear narratives within and across periods studied <input type="checkbox"/> Note connections, contrasts and trends over time <input type="checkbox"/> Develop the appropriate use of historical terms <input type="checkbox"/> Regularly address and sometimes devise historically valid questions <input type="checkbox"/> Understand how knowledge of the past is constructed from a range of sources <input type="checkbox"/> Construct informed responses by selecting and organising relevant historical information <input type="checkbox"/> <i>Understand that different versions of the past may exist, giving some reasons for this (Not explicitly stated but is natural progression between KS1 and KS3)</i>

ASSESSMENT

Pupils are informed of their individual progress in history through the marking of work and feedback from the teacher including one piece of focused marking each half-term/topic. Teachers will use formative assessment as an ongoing process to inform planning. Evidence of achievement includes discussion with the child, observation, marking and tasks set at the end of a series of lessons. Referencing (see school assessment policy) will provide a summative assessment; assessing children's achievement according to National Curriculum expectations.

EQUAL OPPORTUNITIES

History offers many opportunities to learn about other cultures and to educate children about our own culturally diverse society.

Black history week is celebrated in school; activities include special topic work, assemblies and displays.

As history is a subject that deals with a number of controversial and topical issues it is essential that it be taught in a way that allows access for all children to reach their full potential.

Although we must do our utmost to ensure that resources do not contain stereo-typical images, it is likely that we will find images amongst historical documents which we no longer find acceptable. These can be used as a primary resource as evidence of attitudes and beliefs that have changed over time and which we now challenge.

We aim to ensure that topic related visits and visitors to the school reflect the diversity of cultures which are represented in the school and the community.

We are aware of our own language when giving instructions or questioning the children (both in writing and orally), it should be appropriate to the children's understanding, culture and gender.

We must ensure that we are able to accommodate physically disadvantaged children on field trips and give access to equipment.

We must give both boys and girls equal opportunities to contribute and participate in all practical activities as well as recording.

SEND AND DIFFERENTIATION

Children, as individuals, all have their own pace of learning.

For each child who has a statement of special needs, whether educational or physical, the teacher will work, and where relevant in unison with the child's SSA, to enable them to participate fully as a class member. Challenge for all is integral to our teaching and we aim to encourage all pupils to reach their potential through the provision of varied opportunities.

As such, we ensure differentiation to be able to help children who are experiencing difficulty or who needs more challenging work. Through planning, it is possible to ask key questions in a variety of ways so that on some occasions a child can have questions written or asked specifically for them. The children can work on more concrete issues or questions as opposed to abstract issues, depending upon the needs of the child.

We endeavour to acquire resources that will assist children who require support. The co-ordinator will also help or seek outside advice if necessary.

GIFTED AND TALENTED

As stated in the Gifted and Talented policy, children who show a specific aptitude in history will be recognised and nurtured. Their needs will be met through enriched or extended activities within class or through special projects.

RESOURCES

The history budget is used to provide relevant subscriptions, resource books, multimedia, artefacts and workshops/dramatic shows from outside bodies in all the main areas of the National Curriculum. The EAL library is also used to provide books and artefacts. Resources are distributed across year groups as well as in a designated History Cupboard. School trips to London Museums are an invaluable and often free resource, staff are urged to plan history trips at least twice yearly.

REVIEW OF DOCUMENT

A review of this document will be in two years when it will be decided whether a new document needs to be written or the present one needs amending.