

John Ruskin Primary School and Language Classes

History Policy

Coordinator: Lucy Pascale Anderson

Last review: 2024

Next review: 2026



"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 - INTENT

At John Ruskin School, we believe that a broad and balanced history curriculum is important in enabling all our pupils to develop a clear understanding of their local history, Britain’s past and that of the wider world. Our history curriculum is designed where our youngest children explore changes within their living memory which gradually expand to acquire an understanding of historical events and individuals on a national and international level as they move throughout the school. Building and expanding on children’s knowledge in this way allows our pupils to place events and people into a chronological framework which is crucial when developing a coherent awareness of the past. The development of historical skills is embedded in all areas of our history curriculum which focus on encouraging children ask perceptive questions, communicate their findings, interpret sources and compare and contrast. Through the teaching of history, children are able to understand the complexity of people’s lives and how the past may have shaped their own identity and the society in which they reside.

HOW IS HISTORY TAUGHT – IMPLEMENTATION

At John Ruskin School, History is taught in blocks throughout the school year. We implement a curriculum that is progressive throughout the whole school, focusing on the development of key historical knowledge and skills. Children are taught the sequence of knowledge and skills across historical themes. Children throughout school will acquire their historical knowledge through a range of teaching strategies which include first hand experiences of artefacts, visits, visitors, photographs, the use of technology and information books. Historical vocabulary is taught within the historical unit and reinforced throughout the year. The Early Years Foundation Stage (EYFS) follows the ‘Development Matters in the EYFS’ guidance which aims for all children in Foundation Stage to have an ‘Understanding of the World; people and communities, the world and technology’ by the end of the academic year. In KS1, Pupils will develop an awareness of the past, using common words and phrases relating to the passing of time. They will be taught where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. They will be taught to understand some of the ways in which we find out about the past and identify different ways in which it is represented. The historical knowledge and skills will focus on their personal history, the history of the locality, the world around them and events that go beyond living history. This will ensure a firm foundation for KS2 History. In KS2, the History curriculum is set out in chronological order to allow children’s knowledge to reference the previous events in time and to refer to this prior learning year-on-year and within the year. They will be taught to note connections, contrasts and trends over time and develop the appropriate use of historical terms. They will be taught to regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They will be taught how to construct informed responses that involve thoughtful selection and organisation of relevant historical information. By the end of year 6, children will have a chronological understanding of British history from the Stone Age to the present day. The children are able to draw comparisons and make connections between different time periods and their own lives. Interlinked with this are studies of the local area, links to BAME communities and world history, such as the ancient civilisations of Greece and the Egyptians.

WHAT IMPACT HISTORY HAS – IMPACT

As a result of strong teacher subject knowledge, by the end of Year 6, children will have a chronological understanding of British History from the Stone Age to the present day. The impact and measure of our History curriculum is to ensure that children at John Ruskin Primary School are equipped with historical knowledge and skills that will enable them to be ready for the curriculum at Key Stage 3 and for life as an adult in the wider world. We want the children to have thoroughly enjoyed learning about history, therefore encouraging them to undertake new life experiences now and in the future. Outcomes in history and English books, evidence a broad and balanced history curriculum and demonstrate the children's acquisition of identified key knowledge. Our children will think critically, evaluate evidence and develop their own perspectives and judgements.

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.

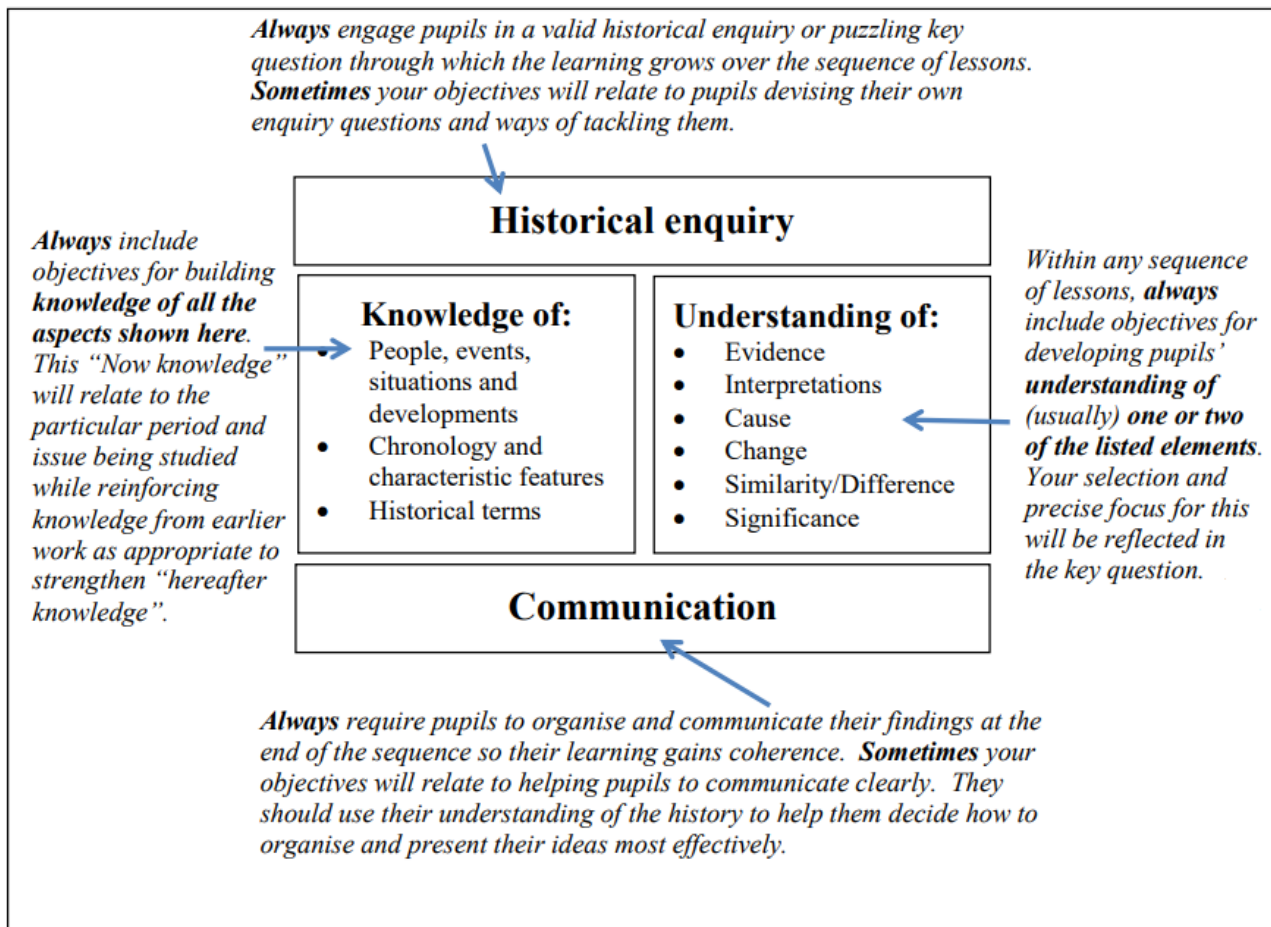
John Ruskin adheres to the requirements specified in the Programmes of Study as set out in the 2014 National Curriculum.

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		
<p><i>Knowledge / understanding of British history</i></p> <ul style="list-style-type: none"> ❑ Changes within living memory - used, where appropriate, to reveal changes in national life <p><i>See also wider world history</i></p> <p><i>Local history</i></p> <ul style="list-style-type: none"> ❑ Significant historical events, people and places in their own locality 	<p><i>Knowledge / understanding of wider world history</i></p> <ul style="list-style-type: none"> ❑ Events from beyond living memory that are significant nationally or globally ❑ 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 	<p><i>The ability / disposition to:</i></p> <ul style="list-style-type: none"> ❑ Be aware of the past, using common words & phrases relating to time ❑ Fit people/events into chronological framework ❑ Identify similarities / differences between periods ❑ Use wide vocabulary of everyday historical terms ❑ Ask and answer questions ❑ Choose and use from stories and other sources to show understanding ❑ Understand some ways we find out about the past ❑ Identify different ways in which past is represented

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 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"/> Continue to develop chronologically secure knowledge of history
<input type="checkbox"/> The Roman Empire and its impact on Britain		<input type="checkbox"/> Establish clear narratives within and across periods studied
<input type="checkbox"/> Britain's settlement by Anglo-Saxons and Scots	<input type="checkbox"/> Ancient Greece – life, achievements, influence	<input type="checkbox"/> Note connections, contrasts and trends over time
<input type="checkbox"/> Viking and Anglo-Saxon struggle for the kingdom of England to the time of Edward the Confessor	<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"/> Develop the appropriate use of historical terms
<input type="checkbox"/> An aspect or theme of British history that extends pupils' chronological knowledge beyond 1066		<input type="checkbox"/> Regularly address and sometimes devise historically valid questions
<i>Local history</i>		<input type="checkbox"/> Understand how knowledge of the past is constructed from a range of sources
<input type="checkbox"/> A local study		<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 More able 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 three years when it will be decided whether a new document needs to be written or the present one needs amending.