

# St Hilda's CE Primary School

## History Policy



### Rationale

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 judgement. 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.



### History Curriculum and the Oldham Pledge

Pledge 4 To actively look for and pursue reading opportunities

Pledge 11 To be involved in a cultural or international experience

Pledge 14 To use digital technology to enhance learning

### Objectives

Through our teaching of history we aim to ensure that children:

- Know and understand the history of Britain 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

### Organisation of History within the Curriculum

At St Hilda's, history is taught through the IPC/Additional History topic cycle. KS1 history is taught during IPC lessons. The topics have been carefully matched to the requirements of the National curriculum, but by their nature, some have a greater historical emphasis than others. All KS1 history work will therefore be evident in the pupils' IPC folders and the Big Books. In addition to IPC lessons, KS2 children undertake one additional history lesson per week with this work stored in individual history folders.

### Teaching & Learning

In line with the IPC curriculum, the IPC and additional history topics are taught in blocks. (See IPC/History Curriculum Plan for full details.) This may involve trips and visits as well as the use of technology, artefacts, evidence from a range of sources, photographs, maps and other resources. Close links are held with Oldham Local Study and Archives Centre to extend children's learning of local history.

By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.

Children at St. Hilda's study the topics below:

**KS1:**

- 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 or example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries]
- 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 [for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry. Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell.
- Significant historical events, people and places in their own locality.

**KS2:**

Complete both overview and depth studies to understand both the long arc of development and the complexity of specific aspects of the content:

- 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 Topic cycle includes the changing power of monarchs and changes in an aspect of social history, crime and punishment from the Anglo-Saxons to the present day).

- 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
- The history of Space Exploration / Inventions that changed the world / Explorers and Adventurers / Time Tunnel

**Resources**

A range of historical books and resources are available within St.Hilda's and internet access allows wide research to be conducted. Artefacts and other resources may be hired or purchased, subject to budgetary restraints. Any requests or shortfalls should be directed to the subject lead.

**Monitoring & Evaluation**

The teaching and learning of History will be monitored in line with the SDP priorities, through lesson observation, work scrutiny, staff and pupil questionnaires etc and outcomes will be reported back to the Curriculum and Standards Sub Committee of the Governing Body.

**Assessment**

Formative teacher assessment of History will be undertaken and recorded in the pupils' Foundation Subjects Assessment File. This will then be passed on to the next teacher