



# History Policy

## Philosophy

At Ruislip Gardens Primary School, we believe in the importance of history as stated in 'History programmes of study: Key Stages 1 and 2, National Curriculum in England'. '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.' (Purpose of Study: History National Curriculum Programmes of Study Key Stages 1 and 2. September 2014)

## Aims

The national curriculum for history 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 connection between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short and long term timescales.

## Overview of the History Curriculum

### **Foundation Stage**

In the Foundation Stage History is delivered through Understanding of the World.

### **Key Stage 1**

In Key Stage 1 pupils will develop an awareness of the past, using common words and phrases relating to the passing of time. They will know 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 use a wide vocabulary of everyday historical terms. They 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 understand some of the ways in which we find out about the past and identify different ways in which it is represented.

### Key Stage 2

In Key Stage 2 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, similarities and difference, and significance. They 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.

Key Stage	Subject Content
1	<ul style="list-style-type: none"><li>➤ Changes within living memory (where appropriate these should reveal a change in national life)</li><li>➤ Events beyond living memory that are significant nationally or globally</li><li>➤ 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.</li><li>➤ Significant historical events, people and places in their own locality.</li></ul>
2	<ul style="list-style-type: none"><li>➤ Changes in Britain from the Stone age to the Iron age</li><li>➤ The Roman Empire and its impact on Britain</li><li>➤ Britain's settlement by Anglo-Saxons and Scots</li><li>➤ The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</li><li>➤ A local history study</li><li>➤ A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</li><li>➤ Achievements of the earliest civilisations including a depth study of one of them</li><li>➤ Ancient Greece</li><li>➤ A Non-European society that provides a contrast with British history.</li></ul>

### Record Keeping and Assessment

Assessment is ongoing through observation, next-steps marking, oral feedback, pupil interviews and PAMS to ensure progression throughout the year groups.

### Equal Opportunities

When planning teachers will modify, as necessary, the programmes of study to provide all pupils with relevant and appropriately challenging work at each key stage, in order to provide a more inclusive curriculum which:



- sets suitable learning challenges
- responds to pupils' diverse learning needs
- overcomes potential barriers to learning and assessment for individuals and groups of pupils.

### **Continuity and Progression**

Building on children's experiences within the foundation stage, the school follows the National Curriculum for History (September 2014). In Key Stage 1 and 2 a school long term plan has been agreed and medium term plans will be completed by Year group class teachers each term. These will include key learning objectives and key questions; planned activities linked to the learning objectives, expected outcomes and planned assessment opportunities.

Planning for History should ensure continuity and progression in the five key elements of:

- chronological understanding
- knowledge
- skills and understanding
- enquiry interpretations and organisation
- communication

Curriculum mapping in Key Stage 2 should also plan to combine overview and depth studies to help pupils understand both the long arc of development and the complexity of specific aspects of the history curriculum.

### **Monitoring and Evaluation**

Medium term plans are available for each year group to enable monitoring of History throughout the school. These plans are evaluated and discussed at the end of each term via book and planning scrutiny.

### **Resources**

These include:

- topic boxes on various themes on loan from Central Library, Uxbridge;
- a growing number of historical artefacts;
- maps;
- charts/time-lines;
- photos;
- CD Roms, Smart Board resources, DVD packs;
- A good supply of books covering the topics studied.

### **Development Plan**

To embed the new curriculum for History throughout the school.

To resource the new curriculum appropriately within the allocated budget for history.

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