



THE ANTHONY ROPER PRIMARY SCHOOL

HISTORY POLICY

This policy outlines the teaching and management of History taught and learnt at The Anthony Roper Primary School. The policy has been drawn up to reflect our whole school approach to History and has been discussed with staff and has the agreement of the Governing Body.

AIMS

The school's aims in History are to:

1. Fire pupils' curiosity about the past in Britain and the wider world.
2. Encourage thinking about how the past influences the present.
3. Help students develop a chronological framework for their knowledge of significant events and people.
4. Know and understand the history of Britain as a chronological narrative and recognise how people's lives have shaped the nation.
5. Foster a sense of identity and an identity and an increased understanding of pupils' own position in their community and the world.
6. Develop methods of historical enquiry, including the ability to ask perceptive questions, think critically, analyse arguments and discussion and to develop judgement skills.

THE HISTORY CURRICULUM

Due to the mixed age class organisation of our school, pupils are taught the History curriculum on a planned two year rolling programme. This is strictly followed to ensure continuity and progression across the key stages (*Appendix 1*)

Geography and History are block taught in alternate terms. Children receive 3 Terms History & 3 Terms Geography.

Foundation Stage

History is taught in the Reception classes according to the Curriculum Guidance 'Development Matters', for the Foundation Stage.

We teach geography in reception classes as an integral part of the topic work covered during the year. History makes a significant contribution to developing a child's knowledge and understanding of the world.

Key Stages 1 and 2

History teaching covers the programmes of study as indicated in the 2014 Primary National Curriculum in England Key Stages 1 and 2 Framework. The Plan Bee scheme and a variety of other resources are adapted and used to create themed History medium term plans.

- At KS1 pupils receive a minimum average of 1 hour History teaching a week.
- At KS2 pupils receive a minimum average of 1 hour History teaching a week.

SPIRITUAL, MORAL, SOCIAL & CULTURAL (SMSC)

The teaching of history offers opportunities to support the social development of our children through the way in which we expect them to work with each other in lessons. Groupings allow children to work together and give them the chance to discuss their ideas and feelings about their own work and the work of others. This helps them to develop a respect for the abilities of other children and encourages them to collaborate and co-operate across a range of activities and experiences. The children learn to respect and work with each other and with adults, thus developing a better understanding of themselves. They also develop an understanding of different times, cultures and religions through their work on famous artists, designers and craftspeople. History enables pupils to explore the history of Britain and to recognise the influences and British values that affect the society in which we live.

APPROACHES TO TEACHING AND LEARNING

Teachers use a range of teaching strategies including:

- Whole class teaching
- Group work
- Paired work
- Independent work
- Discussion and debate
- Questioning and reasoning
- Research –individual and shared
- Drama
- The use of ICT resources including iPads
- Opportunity to use a variety of resources including texts, internet, word of mouth and TV programmes
- Enquiry based research

Wherever possible the learning of History is made realistic giving a clear context and purpose. In addition, cross-curricular links are made within other subjects when opportunities arise.

INCLUSION AND ADDITIONAL EDUCATIONAL NEEDS

The study of History is planned and differentiated to provide pupils with a suitable range of activities and support appropriate to their abilities and needs. The challenge of the task is matched to the ability of the child in a variety of ways by:

- Open-ended tasks which allow for a variety of responses
- Grouping children with mixed ability
- Providing resources of different complexity
- Classroom assistants to support individuals or small groups
- Independent enquiry to broaden Geography skills and knowledge will be used to challenge and extend more able pupils
- Encouraging all children to participate in extra-curricular activities

Curriculum planning ensures that all pupils have an equal opportunity to take part in every aspect of the History curriculum. Gender, disability and cultural differences are reflected positively in the school.

ASSESSMENT

Children's understanding of concepts is assessed using Classroom Monitor.

HEALTH AND SAFETY

The safe use of equipment and Historical artefacts is promoted at all times. All accidents and incidents are treated according to school policy, including any e-safety issues.

RESOURCES

Shared History resources and artefacts are stored in the library.

THE ROLE OF THE SUBJECT LEADER

- Be available to provide support, information and advice
- Take the lead in policy development and review and check the schemes of work to ensure continuity and progression throughout the school
- Monitor the standards of children's work and the quality of teaching in History
- Keep up to date with current developments in History and keep staff informed
- Take responsibility for the purchase and organisation of History resources (where the budget allows)

POLICY REVIEW

This policy will be reviewed every four years.

Appendix 1: Scheme of work- Long term plan for History

Year A	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
History KS1	Changes within living memory- seaside holidays		Significant individuals in the past- compare two people: Florence Nightingale Samuel Pepys		Events beyond living memory- The Great Fire of London	

Year B	Term 1 Pirates	Term 2 All about me	Term 3 All about me	Term 4 Detectives	Term 5 Dinosaurs	Term 6 Where we live and play
History KS1		Changes within living memory- Toys children through history		Comparing significant people- Neil Armstrong and Commander Hadfield		The history of our school and its locality Castles

Year A	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
History Lower KS2	Invaders and settlers : Anglo Saxons, Vikings and Scots					India and the British Empire

Year B	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
History Lower KS2	Changes in Britain since the Stone Age		British History beyond 1066		Ancient Egypt	

Year A	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
History Upper KS2	Ancient Greece		Tudors		Local history study	

Year B	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
History Upper KS2	World War 2		Crime and Punishment			The Roman Empire and its impact

						on Britain
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