



Fiddlers Lane

Community Primary School

History Policy

Ethos

At Fiddlers Lane we strive to provide a high-quality history education will help pupils gain a coherent knowledge and understanding of Britain's past and that of the wider world. We aim to inspire pupils' curiosity to know more about the past. Teaching equips 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. The creative curriculum approach is adopted using key questions as a basis for learning and investigation.

The History Curriculum

At Fiddlers Lane the National Curriculum Programmes of Study and the Early Years Foundation Stage Curriculum defines our history curriculum. Year groups are allocated history topics, which cover all aspects of history as well as incorporating cross-curricular links with English, maths and all other curriculum areas, where relevant.

EYFS History

EYFS History is taught through the **Understanding the World – People and Communities** strand of the framework and involves guiding children to talk about past and present events in their own lives and in the lives of family members.

KS1 History

In KS1 pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. They should 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 should use a wide vocabulary of everyday historical terms. They should 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 should understand some of the ways in which we find out about the past and identify different ways in which it is represented.

Pupils should be taught about:

- 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

- 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 [Christopher Columbus and Neil Armstrong, Rosa Parks and Nelson Mandela]
- significant historical events, people and places in their own locality.

KS2 History

In KS2 pupils should 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 should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources.

Pupils should be taught about:

- 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 achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of Ancient Egypt
- 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 –Mayan civilization c. AD 900

Teaching and learning

- Foundation stage 'history' learning has a strong emphasis on developing basic enquiry skills and high quality observations as set out in the early learning goals.
- In KS1 and KS2 teachers deliver history teaching through the creative curriculum, following the areas of learning in the national curriculum. See appendix 1: Long term topic plan.
- History activities are organised using a variety of grouping strategies that are most effective to deliver the learning objectives for all abilities.
- Careful assessment is made to manage any risks involved in practical activities.
- Pupils are encouraged to read and spell and pronounce historical vocabulary at a level consistent with their increasing word reading and spelling knowledge.
- There are frequent opportunities for pupils to make choices and take decisions both

collaboratively and independently when planning and carrying out activities.

- The art, DT, music and dance knowledge, skills and understanding are linked to history topics where relevant cross-curricular links can be made.

Assessment Recording and Reporting

- EYFS –Teacher assessment is used, mainly through observation and discussions with learners. Assessments are recorded against the Understanding the World criteria on the Early Years Foundation Stage Profile Assessment.
- KS1 and KS2 – History progress is tracked against national curriculum objectives using ‘I can’ statements.
- Records of achievements against National Curriculum objectives are kept on Creative Curriculum spreadsheets, which will be stored on the school’s staff drive. Pupil’s achievement is recorded as emerging, expected or exceeding national expectations. See appendix 2.
- Prior to every topic, a pre-learning activity will be completed to assess the children’s understanding already thus helping to shape future planning. Following the completion of a topic a post-learning activity will be completed to demonstrate the learning journey every child has taken.
- Work is marked regularly against lesson objectives shared with pupils. Comments identify strengths and areas for improvement and provide targets for future work.
- Where possible children are encouraged to review their own progress.
- Quality questioning and discussion aids teachers to assess learning and encourage them to think critically about what they have achieved.

Inclusion (see inclusion policy)

At Fiddlers Lane we aim to set high expectations for our pupils and provide opportunities for all pupils to achieve, including girls and boys, pupils with educational special needs, pupils with disabilities pupils from all social and cultural backgrounds, and those from diverse linguistic backgrounds.

Special Educational Needs (see SEND policy)

Notice is taken of targets within a pupil’s Support plans. Children are given the necessary support to access the curriculum and allow them to carry out tasks at their own level.

More able

Provision is made when necessary for pupils to extend their experiences beyond that of the majority of the class by strategies such as:

- Planning activities with a greater amount of challenge
- Asking more challenging, open ended questions
- reducing the level of support provided and thereby increasing the need for independent thinking
- increasing the level of knowledge to be gained and communicated

- applying knowledge to an unfamiliar context
- setting more challenging criteria for presenting information

Safety

- The school follows the advice published in 'Be Safe' as recommended by the LEA, and in the Classroom Practice Health and Safety Guidance. Teachers need to make risk assessment for situations not covered in 'Be Safe'.
- All teachers are expected to refer to these documents when planning activities and assessing for any risk to pupils. They can be found on the shared drive. Further Health and Safety advice can be sought from CLEAPSS.
- Pupils are made aware of safety issues that arise in topics or activities and will be trained to carry out tasks in a safe and responsible manner.
- Pupils are increasingly required to identify safety considerations in their planning as they progress through the school.

Resources

- Staff are provided with long term planning and ideas for medium and short term planning, including resources from Focus Creative Curriculum and Hamilton Trust. Teachers are expected to adapt those resources to meet the needs of their class.
- History resources are stored in the resource room. Year group specific resources are stored in classrooms.
- Staff have access to the School's Library Service – allowing requests to be made for topic books. These requests need to be made a half term in advance to ensure they are ready for the start of the topic.
- Staff should check availability of resources prior to the start of a topic and any resource shortages should be notified to the resource manager.

Trips and visitors

History is enhanced by trips in and around the local area of Irlam and Manchester (including the war memorial); to Manchester Museum, the Brickworks and visitors are invited in to further the children's learning experience. Details of the annual trip overview are available on the school website.

Monitoring

History is monitored through lesson observations, learning walks and book scrutiny carried out by STL / history co-ordinator. The history co-ordinator will also monitor the planning stored on the school's shared drive, each half term. Assessments spreadsheets are updated after each learning challenge topic. The Governing Body will monitor this policy and its impact, and renew it every 3 years unless there is a change in statutory guidance.

Policy approved by Head Teacher: Date:

Policy approved by Governing Body: (Chair of Governors)

Date:

The date for the next policy review is.....

Appendix 1: Long term History plan

	Autumn	Spring	Summer		
EYFS	Foundation Stage History is taught through the area 'Understanding the World - People and Communities' which is taught through various themes.				
Year 1		Local History Where did the wheels on the bus go?	Significant people in history Why were Christopher Columbus and Neil Armstrong brave people?		Changes within living memory Why is Wii more fun than grandma and grandad's old toys?
Year 2		Changes beyond living memory What were the people who lived here like 100 years ago?		Significant people in history How have Rosa Parks and Nelson Mandela helped to make the world a better place?	
Year 3	Local History How did the building of the Manchester Ship canal affect the shaping of the Irlam we know today?			Stone Age to the Iron Age Who first lived in Britain?	Ancient Greece Has Greece always been in the news?
Year 4			Roman Empire Why were the Romans so powerful and what did we learn from them?	Leisure in the C20th What would you have done after school 100 years ago?	British History beyond 1066 Why were the Norman castles certainly not bouncy?
Year 5	Early Civilisations How can we re-discover the wonders of Ancient Egypt?	British History beyond 1066 Why should gunpowder, treason and plot never be forgotten?		British Settlements Were the Anglo-Saxons really smashing?	
Year 6	Vikings Were the Vikings always victorious and vicious?				Non-European Study Who were the Mayans and what have we learnt from them?

Appendix 2. Example of Creative Curriculum History assessment

History Year 6 <i>Pink: Emerging</i> <i>Amber: Expected</i> <i>Green: Exceeded</i>					Emerging	Expected	Exceeded
Can they place features of historical events and people from the past societies and periods in a chronological framework?	1	2	3	1	2	1	1
Can they summaries the main events from a specific period in history, explaining the order in which key events happened?	1	2	3	1	2	1	1
Can they summaries how Britain has had a major influence on world history?	1	2	3	1	2	1	1
Can they summaries how Britain may have learnt from other countries and civilizations through time gone by and more recently?	1	2	3	1	2	1	1
Challenging: Can they suggest relationships between causes history?					0	0	0
Can they trace the main events that define Britain's journey from mono to a multi cultural society?					0	0	0
Emmerging	4	0	0	4	8	4	4
Expected	0	4	0	0			
Exceeded	0	0	4	0			