



## St Mary's C of E Primary School History Policy – Autumn 2018

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### Rationale

At St Mary's, we feel history is a vital subject in developing the children's knowledge and understanding of Britain's past and that of the wider world. Through this they can develop a sense of identity and an appreciation of how the past has influenced and built the world they live in today. Learning about real people and real events is exciting and engaging for pupils and can help to inspire their curiosity in the subject. This policy will identify our aims, organisation, teaching and assessment in history.

All staff are fully aware of their role in its implementation and staff have access to the policy via the staff shared network. Parents can access the policy through St Mary's website.

### The school's aims and objectives

- To teach the statutory objectives of the National Curriculum in a creative and engaging manner.
- To develop pupils' enjoyment, interest in and knowledge of history and an appreciation of its contribution to all aspects of everyday life.
- To develop children's enquiry and critical thinking skills.
- To introduce pupils to the language and vocabulary of history.

### Teaching and Learning

History teaching focuses on enabling children to think as historians. To do this we incorporate activities which involve critical thinking and use enquiry skills. Furthermore, we use a range of resources including but not limited to: artefacts, photos and videos to support the children's learning. We recognise that in all classes there are children of different abilities in history and we aim to provide suitable learning opportunities for all by matching the challenge of the task to the ability of the child. We set common tasks which are open-ended and can have a variety of responses, along with differentiated tasks which are set for different abilities and are of increasing difficulty.

### Content

All content covered is in line with the National Curriculum which sets out that each key stage should learn the following:

#### 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.
- 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.
- Significant historical events, people and places in their own locality.

#### KS2

- 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



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- 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.

### **Organisation**

At St Mary's, history is taught in termly or half termly alternations with geography. When history is the focus, it is taught through topics which cover the History National Curriculum and direct history lessons are timetabled for each week. In addition to this, teachers aim to teach the topic in a cross curricular manner and therefore, many subjects where appropriate such as literacy and computing, during the term or half term can include historical themes or contents.

### **Resources**

A range of resources are available within the school which will be regularly monitored and updated to support with the children's learning within history. A visit to an appropriate site and inviting experts to visit are also an important resource. In addition, we have a membership with Chertsey Museum, enabling us access to their loan boxes which provide artefacts to engage the children's learning.

### **Planning**

Each year group's planning is kept on the main server. Each plan is to follow the school's teaching and learning policy, which includes requirements for a clear learning objective linked to the history skills being taught, opportunities for AFL, differentiation in three ways with clear success criteria which are relevant to the learning objective and history skills. They should also provide opportunities for the children to think analytically and to be challenged.

### **Assessment and Recording**

Pupils' work is recorded in either their discrete history / geography exercise book or in their cross curricular topic book and can be presented in different forms, including; written work, drawings, pictures, role play, discussions or the use of ICT. The recorded evidence assists teachers both in their planning, assessment and in their reporting to parents and governors. Class teachers are to mark in accordance to the marking policy in tickled pink and green for growth. Questions to develop their historical skills should be asked in marking where applicable and children must be given the opportunity to feedback and answer questions. Teachers are to regularly update the foundation assessment sheets for history, whereby children are assessed against specific objectives each half term using red, orange and green. Teachers include a report on each pupil's progress in history in the annual Record of Achievement using the assessments made throughout the year.

### **Equal Opportunities**

At our school we teach history to all children, and aim to give equal opportunities regardless of their gender, background, culture, physical or cognitive development in order to provide a broad and balanced education to all children.

### **Monitoring and review**

The history subject leader is responsible for monitoring standards. S/he also supports colleagues in the teaching of history, keeps up to date with current developments in the subject, manages resources within



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the school, monitors staff's planning and assessment within the subject and provides a strategic lead and direction for the subject in the school. The subject leader gives the Head Teacher an annual action plan in which s/he addresses areas for further improvement and reports progress in the subject to governors at the end of the academic year. S/he has release time in which to fulfil this role, by reviewing samples of children's work, talking to pupils and monitoring planning and marking.

Revised by: Miss Rogers (History Coordinator)  
Date of review: October 2018  
Date of next review: Autumn 2019