



## **NORTH FERRIBY C E PRIMARY SCHOOL**

# **HISTORY POLICY**

**Date of New Policy:** Summer 2015

**Review Date:** Summer 2017

**Policy Type:** School

**Co-ordinators:** Patrick Sweeney Helen Dunn

**Link Governor:** Gavin Harrison

**Committee:** Curriculum

**Mission Statement:**

**A Christian School with children at  
its heart.**

**Christian Values Statement:**

At North Ferriby CE Primary School, we keep Christian values at the heart of our school community where we live, love and learn together.

**Ethos Statement for North Ferriby CE VC Primary:**

Recognising its historic foundation, the school will preserve its religious character in accordance with the principles of the Church of England and in partnership with the Church at parish and diocesan level.

The school aims to serve its community by providing an education of the highest quality within the context of Christian belief and practice.

It encourages an understanding of the meaning and significance of faith and promotes Christian values through the experience it offers to all its pupils.

YORK DIOCESAN BOARD OF EDUCATION

## **1. Introduction:**

*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.*

'The Primary National Curriculum Document – September 2013'

## **2. 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 connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.

## **3. Planning:**

Elements of History are delivered to the EYFS children, through the Foundation Stage Curriculum (Knowledge & Understanding of the World) and are incorporated into their half termly topics.

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.

**Long term planning:** The school adopts a topic based approach to long term planning. Topics usually last for one term and run on a two year rolling programme due to our mixed year-group classes. Sometimes the school forward plans a whole school topic.

**Medium Term Planning:** Once the topics are agreed, the school uses the online planning tool to set out which areas of each subject will fit best into each topic. This document ensures that for each subject there is full coverage of the statutory curriculum throughout the school.

**Short Term Planning:** Each teacher uses the 'Chris Quigley – Key Skills' document to ensure that the pupils in their class are accessing the curriculum at the correct level through the topic they are covering.

*Our planning processes follow the statutory guidance laid down in the 'The Primary National Curriculum Document – September 2013'. The school will continue to adhere to this until any changes to these requirements are made.*

#### **4. Links with other Curriculum areas:**

- Literacy – History actively promotes the skills of reading, writing, speaking and listening. Literature Topics e.g. 'Goodnight Mr Tom,' links to studying aspects of the Second World War
- ICT – the use of ICT in History to enhances their skills in data handling, presenting work and researching information using the internet.
- Dance – the opportunity to develop the knowledge of and learn dances relevant to periods of history or regions of the world.
- Art – the study of art from different periods of history.
- RE –studying aspects of Christianity, Judaism and Islam all have many historical links

#### **5. Assessment:**

We assess children's work in history by making informal judgements as we observe them during each history lesson. On completion of a piece of work, the teacher marks the work and comments as necessary. At the end of a unit of work, the teacher makes a summary judgement about the work of each pupil if they have yet to obtain, met or exceeded the unit objectives. We use this as a basis for assessing the progress of the child at the end of the year.

#### **6. The Role of the Coordinators**

- To support colleagues with the delivery of the curriculum across the Foundation Stage and both Key Stages ensuring continuity and progression.
- To evaluate, with colleagues, the effectiveness of teaching through topics and make changes to the long term plan accordingly.
- To keep abreast of current developments and training opportunities and disseminate information to staff.
- To arrange any appropriate inset training.
- To order and audit appropriate resources.
- To inform governors of current practice in History.

## **7. Health and Safety:**

When planning visits all teachers are required to gain permission from the head teacher before confirming a booking. The teachers must also complete a specific risk assessment for every visit, even if it is a site they have visited previously.

Please see the School Educational Visits Policy, for more details on planning a visit.

## **8. Equal Opportunities:**

It is the responsibility of teachers to ensure that all pupils, irrespective of Gender, ability or race have access to the curriculum and make the Greatest progress possible. Teachers set suitable learning challenges and respond to each child's different needs.

A balance of interest must be provided for both boys and girls in topic work. For example, the role of women and men in history is equally important in areas of study.

Activities should be carefully planned by the class teacher and be differentiated where appropriate for children with SEN and equally the more able and Gifted and Talented children. Please refer to appropriate policy for more information.

At North Ferriby CE Primary School we have due regard for our duties under the Equality Act 2010.

Through the delivery of the History curriculum, we will ensure that we: eliminate discrimination, advance equality of opportunity and foster good relations.

Advancing equality of opportunity involves:

- Removing or minimizing disadvantages
- Taking steps to meet people's needs
- Encouraging participation in any activity in which participation by such people is disproportionately low.

## **9. SEND:**

We teach History to all children, regardless of their ability. Our teachers provide learning opportunities matched to the individual needs of children with learning difficulties. When teaching History we take into account the targets set for the children in their Individual Education Plans (IEPs).

## **10. Christian Values:**

Our core Christian values are Friendship, Forgiveness, Trust, Service and Creation. Examples of how some of these values are explored through the History curriculum are as follows:

- **Friendship forgiveness and trust** are explored through the study of different cultures and settlements throughout history where the impact of relationships and interactions between groups of people are considered.
- **Service** is explored by studying different ways that Christians have served God throughout time (particularly through the Bamburgh visit).

## **11. Skills for Life:**

- To help children understand society and their place within it, so that they develop a sense of their cultural heritage;
- To develop in children the skills of enquiry, investigation, analysis, evaluation and presentation.