

# **St Lawrence C of E (Aided) Junior School**

## **History Policy**

### **Introduction**

At St Lawrence we believe that an understanding of history is vital in understanding our changing world and will prepare the children for their adult lives.

### **Aims and Objectives**

To fulfil the aims and requirements of the National Curriculum for history and to meet the specific and general needs of the children in our care:

- 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.

### **Planning**

The objectives above are achieved through provision of planned, structured lessons in line with the National Curriculum programme of study. This has been broken down to ensure coverage across the year groups of:

- changes in Britain from the Stone Age to the Iron Age (Year 3)

- a local history study (Year 3)
- Ancient history (Year 4)
- the Roman Empire and its impact on Britain (Year 4)
- Britain's settlement by Anglo Saxons and Scots (Year 5)
- The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor (Year 5)
- World War II and the introduction of the Welfare State (year 6)
- Ancient Greece (Year 5)
- Benin Civilisation (Year 6)
- World War II (Year 6)

A scheme of work has been created to ensure that history skills are taught in a progressive way across the school.

### **Teaching and Learning**

Teaching methods should match the abilities and interests of pupils.

We will use a range of approaches to teaching and learning of History including:

- teacher-led presentations using a variety of illustrative materials and artefacts where available
- group and collaborative working
- undertaking suitable investigations, problem solving and hypothesis testing activities
- opportunities for learning through first-hand experience (e.g. visits to museums, using museum loan services, handling artefacts, visiting speakers)
- use of ICT
- talking and discussing with other pupils and adults
- role-play and re-enacting events
- producing models, drawings, sketches, diagrams, maps, timelines
- the production of written work including descriptive and narrative writing
- display around the school
- to develop enquiry skills through investigation of a variety of historical sources

### **Special Needs**

The programme for Key Stage 2 will be taught to all pupils in ways appropriate to their abilities. For any children who may need the provision, scaffolding and extension tasks will be provided by the class teacher who will aim to differentiate the lesson three ways.

## **Assessment**

Assessment will be ongoing and formative. Teachers are expected to make note of children's progress and adapt upcoming lessons accordingly.

## **Monitoring and Evaluation**

The Humanities subject leader is responsible for monitoring the quality of teaching and learning in history. This monitoring is undertaken on a termly basis and involves monitoring planning, lesson observations, pupil interviews and book scrutiny.

Reviewed: April 2018

Next review date: April 2021