

Goddard Park Primary School

History Policy



Florence Nightingale

Date of last review - Summer '16



Date of next review - Summer '17



Swindon Steam Train

Rationale

At Goddard Park Community Primary School we teach History, as we believe that it is an important factor of our children's learning. We strive as a school to provide our children with 'A high-quality education that will help our pupils to gain a coherent knowledge and understanding of Britain's past and that of the wider world.' - The National Curriculum

As a school we endeavour to help our children to understand and gain knowledge of the progression of change, the differences in societies, the relationships between different groups, the challenges of time and to gain a historical perspective by placing their growing knowledge into different contexts and understanding the connections between local, regional, national and international history.

Knowledge, Skills and Attitudes

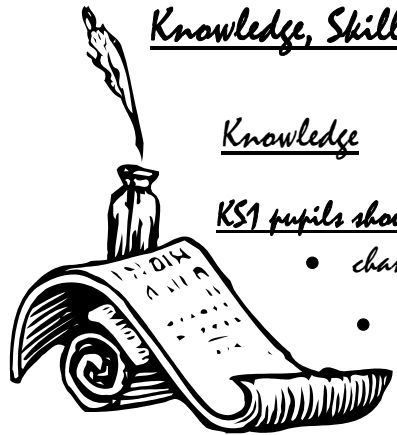
Knowledge

KS1 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 [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries]
- 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 [for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell]
- significant historical events, people and places in their own locality.

KS2 pupils should be taught:

- 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 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.

Skills and attitudes

- To investigate and interpret the past
- To build an overview of world history
- To understand chronology
- To communicate historically
- To be curious about the past, ask questions and make comparisons and links between the past and present.

Methods of Organising, Teaching and Learning

We teach our pupils history through exciting topics based on three important questions 'When?' 'Where?' and 'Why?'

In reception children learn events that happen in the past and learn to ask the three main questions. They aim to be able to make connections between the past and present.

In KS1 our children learn to develop an awareness of the past using common words relating to the passing of time. They learn and know the where people and events they study fit within a chronological framework. Confidently they can answer questions and use parts of stories and different sources of information to understand key events that happen.



In KS2 our children continue to develop chronologically secure knowledge and understanding of British, local and world history. They establish a clear narrative in and across the periods they study. The children are taught to note connections, contrasts and trends over time, they develop the appropriate use of historical terms and address and devise historically valid questions about change, cause, similarity, difference, and significance.

Differentiation and Progression

Differentiation is achieved through a range of interactive teaching strategies and methods, extension tasks and support provided. This promotes positive pupil achievement and equal access to the history curriculum. Independent learning is supported in school and history is an integral part of our topic-based learning.

Assessment

Assessment is undertaken through teacher observation, marking of work, questioning and lesson evaluation reflecting on the learning outcomes identified to inform future planning.

Teaching and learning will be assessed, monitored and evaluated through lesson observations and scrutiny of work in children's books and interactive displays throughout the school.

Evidence of work is collected electronically using photographs of children's work.

Resources

Each Year Group has its own topic resources located within their area. We also have access to the Wiltshire Learning resource centre.

The library also holds a wide range of books for staff and pupils to use; in addition the Internet is a valuable source for information retrieval. Trips and visits are key to the development of children's curiosity of history.

Health and Safety

When taking the children on field trips, teachers should observe the Health and Safety policy of the school and the trip section of the staff handbook.

Equal Opportunities

Children are given equal opportunities to achieve and progress through stage appropriate activities. Significant consideration is given to the needs of the more able child and those children with special educational needs (e.g. moderate learning difficulties).

We endeavour to ensure that opportunities including trips and visits are accessible to all children regardless of their physical or emotional needs.

