

St Laurence's Primary school

History Policy

Updated May 2015

Aims and objectives

We believe the aim of teaching history at St Laurence is to stimulate the children's interest and understanding about the life of people who lived in the past. Pupils will gain a coherent knowledge and understanding of Britain's past and that of the wider World. We teach children a sense of chronology, and through this they develop a sense of identity and a cultural understanding based on their historical heritage. We aim to teach children how to ask questions, think critically, weigh evidence and develop a sense of perspective and judgement.

Through the national curriculum we aim to ensure that all pupils

- Know and understand the history of Britain: how people's lives have shaped the nation and how Britain has been influenced by the wider world.
- Know and understand significant aspects of history of the wider world.
- Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance.
- Understand the methods of historical enquiry, including how evidence is used and understand why there are contrasting arguments and interpretations of the past.

Teaching and learning styles

History teaching focuses on enabling children to think as historians. We place an emphasis on examining historical artefacts and primary sources. In each key stage we give children the opportunity to visit sites of historical significance. We encourage visitors to come into the school and talk about their experiences of events in the past. We recognise and value the importance of stories in history teaching and we regard this as an important way of stimulating interest in the past. We focus on helping children understand that historical events can be interpreted in different ways and that they should always ask searching questions, such as 'how do we know?', about information they are given. History is sometimes taught as a specific subject but frequently links with other subjects are made such as:

- Historical aspects of art
- Scientific discovery
- The topic 'ourselves' with younger children
- Using IT for research

Inclusion and differentiation

We recognise the fact that in all classes there are children of widely-different abilities in history and we seek to provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this by:

- setting common tasks which are open-ended and can have a variety of responses;
- setting tasks of increasing difficulty, which may include more open ended research projects for able children.
- providing resources of different complexity depending on the ability of the child;
- using classroom assistants to support children individually or in groups.

National curriculum

In the foundation stage, much of the history teaching forms part of Knowledge and understanding of the world.

In order to ensure the national curriculum is covered the topics will usually be covered as follows (teachers may alter these plans or add additional topics)

Year	Autumn	Spring	Summer
1	Guy Fawkes Remembrance day Family history	Castles Houses and homes	Seaside, holidays in the past
2	Famous people – Florence Nightingale Remembrance day	Great Fire of London	Local history
3	Britain, stone age and iron age.	Transport	Ancient Egyptians
4	Leisure and entertainment	Romans – The Roman invasion of Britain and their legacy	Fairgrounds and circus
5	Ancient Greece	Roman withdrawal - Britain's Settlement by the Anglo Saxons and Scots.	Crime and punishment
6	Architecture through history Local study - map	Anglo Saxon/Viking struggle to the Normans	Aztecs, Mayans South America

Assessment and recording

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. We assess children at the end of the academic year based on the knowledge, skills and processes specified in the relevant programmes of study.