



Kings Road Primary School

History Policy

Aims and objectives

The aim of history teaching at Kings Road Primary School is to stimulate the children's interest and understanding about the lives of people who lived in the past. To help them to value the contributions and sometimes sacrifices made by people in the past, to develop an understanding of how the past influences the present and arouse pupils' curiosity about the past in Britain and the wider world.

We teach children a sense of chronology, and through this a sense of identity and a cultural understanding based on their historical heritage. Thus they learn to value their own and other people's cultures in modern multicultural Britain and, by considering how people lived in the past, they are better able to make their own life choices today.

We teach children to understand how events in the past have influenced our lives today; we also teach them to investigate these past events and, by so doing, to develop the skills of enquiry, analysis, interpretation and problem-solving.

History teaching focuses on enabling children to think as historians. We place an emphasis on examining historical artefacts and primary sources. Wherever possible we give children the opportunity to visit sites of historical significance. We recognize 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 and the Creative Curriculum

Through teaching history as part of a Creative Curriculum we can:

- develop pupils' skills across the curriculum, especially in literacy, numeracy, ICT, PSHCE, geography and art;
- promote pupils' awareness and understanding of gender, cultural, spiritual and moral issues;
- help pupils to develop a sense of identity and citizenship.

In learning history pupils will:

- use a range of resources such as people, the local environment, visits, photographs, portraits, artefacts, written materials, ICT, TV / video extracts;
- investigate significant issues about the past;
- work in a variety of contexts - individually, in groups, as a class;
- present their knowledge and understanding in a variety of ways such as through drama, art, models, a range of writing styles / genre, timelines, maps;
- begin to pose and investigate their own questions about the past.



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Teaching of History

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 varying difficulty, enabling all children to work to their full potential.
- Providing a range of challenges using different resources.
- Using teaching assistants to support the work of individual children or groups of children.

Overview of study undertaken in each Key Stage

Key Stage 1

The National Curriculum Programme of Study at Key Stage 1 focuses on developing children's awareness of the past, using common words and phrases relating to the passing of time. They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. Children should use a wide vocabulary of everyday historical terms. They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. They should understand some of the ways in which we find out about the past and identify different ways in which it is represented.

In planning to ensure the progression described above through teaching about the people, events and changes outlined below, teachers are often introducing pupils to historical periods that they will study more fully at Key Stage 2

Pupils in KS1 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



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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.

Y1 topics will include:

- Explorers - Sir John Allcock/Mae Jemison / Tim Peake
- The History of Toys - post WW2 to present day.

Y2 topics will include:

- The Great Fire of London and The Gunpowder Plot
- Heroes Topic
Florence Nightingale / Mary Seacole
L.S. Lowry

Pupils in KS2

The National Curriculum Programme of Study at Key Stage 2 should continue to allow children to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. Children should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources.

In planning to ensure the progression, teachers should combine overview and depth studies to help pupils understand both the long arc of development and the complexity of specific aspects of the content.

Y3 topics will include:

- changes in Britain from the Stone Age to the Iron Age
- the achievements of the earliest civilizations - an overview of where and when the first civilizations appeared and a depth study of Ancient Egypt

Y4 topics will include:

- Ancient Greece - a study of Greek life and achievements and their influence on the western world
- The Roman Empire and its impact on Britain



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Y5 topics will include:

- a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 - Crime and Punishment
- Britain's settlement by Anglo-Saxons and the Scots
- The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor
- The Space Race

Y6 topics will include:

- A local history study - The Suffragettes and Children's experience of WW2
- a non-European society that provides contrasts with British history
Mayan Civilization c. AD900
Early Islamic Civilisation including a study of Baghdad c AD900

Assessment and Recording

Teachers assess children's work in history by making assessments as they observe them working during lessons. They record the progress that children make by assessing the children's work; in their books, in ICT presentations and projects and any other relevant work, against the learning objectives for their lessons. This allows the teacher to make an annual assessment of progress for each child, as part of the child's annual report to parents.

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