



# **CANTRELL PRIMARY AND NURSERY SCHOOL**

## **HISTORY POLICY**

## History Policy

### INTENT

#### Aims and objectives

A high-quality history education equips pupils to think critically, weigh evidence, sift arguments, and develop perspective and judgement. A knowledge of Britain's past, and our place in the world helps us understand the challenges of our own time.

#### **The aims of history education at Cantrell Primary School are:**

- To foster pupils' enjoyment and interest in learning about the past
- To develop children's knowledge and understanding of Britain's past: how people and events have shaped the nation and how Britain has influenced the world
- To develop pupils' sense of chronology so that they understand British history as a coherent, chronological narrative and are also familiar with the broad outlines of European and world history
- To 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.
- To develop children's understanding of important historical concepts and abstract terms so that they can use them in discussions and written accounts of past events.
- To develop in children the skills of enquiry, investigation, analysis of evidence, evaluation and presentation.

#### Fundamental British Values

British Values is defined by the Department for Education as:

- Respect for democracy and support or participation in the democratic process
- Respect for the basis on which the law is made and applies to England
- Support for equality of opportunity for all
- Support and respect for the liberties of all within the law
- Respect for and tolerance of difference faiths and religious and other beliefs
- At Cantrell Primary School, we ensure that the fundamental British Values are introduced, discussed and permeate the ethos and work of the school. The curriculum provides a vehicle for furthering and deepening an understanding of these concepts.



We actively encourage the children at our school to be unique, creative, independent and open-minded individuals who respect themselves and others in our school, the local community and across the wider world.

Our aim is to nurture our children on their journey through primary school so that they can grow into caring, democratic, responsible and tolerant adults who can, and will make, a positive difference to society across Britain and the world.

#### History curriculum planning

History is a foundation subject in the National Curriculum. We are using the 2014 National Curriculum framework to adapt and develop our current planning.

The long-term plan (see below) maps the history topics studied in each term during each key stage; this is created collaboratively between the history subject leader and year group teachers to ensure coverage of objectives, progression of skills and avoidance of repetition.

**Cantrell Primary School History Curriculum**

	Autumn	Spring	Summer
<b>Year 1</b>	<b>How has communication changed over time?</b> <small>NC reference: changes within living memory</small>	<b>How has the police force changed since 1829?</b> <small>NC reference: the lives of significant individuals who have contributed to national and international achievements</small> <b>Who has travelled in space?</b> <small>NC reference: the lives of significant individuals who have contributed to national and international achievements</small>	<b>Why were castles built and who lived in them?</b> <small>NC reference: significant historical events, people and places in their locality (Nottingham castle)</small>
<b>Year 2</b>		<b>How did the Great Fire of London change the way we live today?</b> <small>NC reference: events beyond living memory that are significant nationally or globally</small> <b>How has the invention of the aero plane changed our lives?</b> <small>NC reference: events beyond living memory that are significant nationally or globally</small>	<b>How did Florence Nightingale and Mary Seacole impact nursing today?</b> <small>NC reference: the lives of significant individuals in the past who have contributed to national and international achievements</small>
<b>Year 3</b>	<b>How did the Ancient Egyptians honour their Pharaohs in life and death?</b> <small>NC reference: the achievements of the earliest civilisations – an overview of where and when the first civilisations appeared and a deeper study of Ancient Egypt</small>		<b>What did the ancient Greeks do for us?</b> <small>NC reference: the legacy of Greece or Roman culture (art, architecture or literature)</small>
<b>Year 4</b>	<b>What factors enabled the Roman invasion of Britain to be successful?</b> <small>NC reference: the Roman Empire and its impact on Britain</small>	<b>How does the way the Mayans lived compare to the way people in Britain were living at the time?</b> <small>NC reference: a non-European society that provides contrasts with British history</small>	
<b>Year 5</b>	<b>Who was Walter Tull and why was he significant in World War One?</b> <small>NC reference: a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 – a significant turning point in British history</small> <b>How were children in Britain and abroad affected by WW2?</b> <small>NC reference: understanding how life has changed for people in Britain since 1945 (Covered in part during 'Shadwellspanport' RS topic)</small>		<b>What is Skara Brae and what does it tell historians about Neolithic life in Britain?</b> <small>NC reference: late Neolithic hunter-gatherers and early farmers, bronze age religion and hill forts</small>
<b>Year 6</b>	<b>How did life improve for poor children during the reign of Queen Victoria?</b> <small>NC reference: a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 – changes in an aspect of social history</small>		<b>How has Bulwell changed over time?</b> <small>NC reference: a local history study (Covered as part of 'Our changing world' geography topic)</small> <b>How did the Anglo Saxons and Vikings shape modern day England?</b> <small>NC reference: the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</small>

Medium term plans for each subject area are created by teaching staff with an emphasis on using resources, key factual learning, vocabulary, off-site trips, visitors and other experiences which will enrich children's learning. History is taught discretely but staff make meaningful links across subjects where appropriate. Prior knowledge is linked to new learning to deepen children's understanding and to ensure new concepts and skills are retained. At the beginning of each History lesson, prior learning is revisited to ensure retention of key dates and skills.

## IMPLEMENTATION

### Pedagogy

History teaching focuses on enabling children to think as historians. At Cantrell, we place an emphasis on examining historical artefacts and primary sources. We look for opportunities to invite visitors into school to relate their experiences of living through significant past events. 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. Each topic begins with an enquiry question, which is then referred to at the end of the topic.

Here at Cantrell, we recognise the significance and social benefits of children understanding local, national and international events which mark events in world history and our national life.

We recognise the fact that in all classes there are children of widely differing 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

- providing many ways of recording learning. (This may not always be written.)
- providing adapted resources to suit all learners to meet the learning objectives
- using classroom assistants to support children individually or in a group

### **Foundation Stage**

We teach history in F1 and F2 classes as an integral part of the topic work covered during the year. As part of the Foundation Stage of the National Curriculum, we relate the history side of the children's work to the objectives set out in the Early Learning Goals (ELGs) which underpin the curriculum planning for children aged three to five. History makes a significant contribution to the ELG objectives of developing a **child's knowledge and understanding of the world** through activities such as dressing up in historical costumes, looking at pictures of famous people in history or discovering the meaning of new and old/past and present in relation to their own lives.

### **The contribution of history to other subjects**

#### **English**

History contributes significantly to the teaching of English in our school by actively promoting the skills of reading, writing, speaking and listening. Some of the key texts that we use in English lessons are historical in nature and link to the learning within history for that year group.

For example, Year 5 study the book *War Horse* in whole class shared reading to underpin the teaching of WW1 and year 6 study the book *Street Child* to support their Victorians topic. Children develop speaking and listening skills through discussing historical questions or presenting their findings to the rest of the class. They develop their writing ability by composing reports, diaries and letters and through using writing frames. They develop their independent non-fiction and fiction writing skills through note taking, interrogation and research.

#### **Mathematics**

History teaching contributes to the teaching of mathematics in a variety of ways. Children learn to order and compare numbers when developing a sense of chronology through completing activities such as timelines.

#### **Computing**

Children use ICT in history to enhance their skills in data handling and in presenting written work, and they research information using the Internet. Children use digital cameras and I pads to record and use photographic images and look at maps of the local area.

#### **Personal, social and health education (PSHE)**

History contributes significantly to the teaching of personal, social and health education here at Cantrell. Children develop self-confidence by having opportunities to explain their views on social questions such as how society should respond to a range of issues. They discover how to be active citizens in a democratic society by learning how laws are made and changed, and they learn how to recognise and challenge stereotypes and to appreciate that racism is a harmful aspect of society. They learn how society is made up of people from different cultures and start to develop tolerance and respect for others.

#### **Spiritual, moral, social and cultural development (SMSC)**

When teaching history, we contribute to the children's spiritual development where possible. We also provide children with the opportunity to discuss moral questions. The study of history enables children to understand that Britain's rich cultural heritage can be further enriched by the multi-cultural British society of today and question the morality of the past.

### **Special educational needs (SEN)**

At Cantrell, we teach history to **all** children, whatever their ability. History forms part of the school curriculum policy to provide a broad and balanced education to all children. Through our history teaching we provide learning opportunities that enable all pupils to make progress. We do this by setting suitable learning challenges and responding to each child's different needs. Assessment against the National Curriculum allows us to consider each child's attainment and progress against expected levels. When progress falls significantly outside the expected range, the child may have special educational needs. Our assessment process looks at a range of factors – classroom organisation, teaching materials, teaching style, and adaptation – so that we can take some additional or different action to enable the child to learn more effectively. This ensures that our teaching is matched to the child's needs. Children identified with special educational needs and needing additional support will be provided with an Individual Provision Map (IPM). The IPM may include, as appropriate, specific targets relating to history.

### **Monitoring and review**

Monitoring of the standards of children's work and of the quality of teaching in history is the responsibility of the history subject leader. The work of the history subject leader also involves supporting colleagues in the teaching of history, being informed about current developments in the subject, and providing a strategic lead and direction for the subject in the school. The history subject leader has specifically allocated time in which to fulfil this role by reviewing samples of children's work and visiting classes to observe teaching in the subject. They also monitor planning and ensure that the intent for History is being effectively implemented. A named member of the school's governing body is briefed to oversee the teaching of History. This governor meets with the subject leader to review progress termly and receives a written report. Where children are to participate in activities outside the classroom, for example, a visit to an outside site, we carry out a risk assessment prior to the activity, to ensure that the activity is safe and appropriate for all pupils.

### **IMPACT**

#### **Assessment and recording**

We expect most children to achieve age related standards or better in History within each year group. We assess children's work in history by making informal judgements as we observe them during each history lesson. Teachers will provide live marking feedback to most pupils within the lesson, this could be verbal or written. The history subject leader collects samples of children's work in a portfolio. These give examples of the expected level of achievement in history for each year group in the school and gives some examples against the progression map. At the end of a topic, children will be referred back to the enquiry question posed to them at the beginning of the topic. Teachers provide an end of topic summary quiz to check that the intended key learning of the topic has been met. This is then marked by the teacher and a summary sheet is completed to show what the children retained, any misconceptions that may have arisen and ideas for adaptation for the following year or to revisit in starter quizzes at the beginning of each lesson for the retrieval of information.

Governors are also invited to monitor the effectiveness of the school through a variety of other activities including learning walks and classroom observation as per the Monitoring and Evaluation framework in the School Improvement Plan.

Signed: Jessica Stirland – History coordinator  
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