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GPS

Gawsworth Primary School

Learning Together to Achieve Our Best

HISTORY POLICY

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Purpose of Study

'A high-quality history education will help pupils gain a coherent knowledge and understanding of Britain's past and that of the wider world. It should inspire pupils' curiosity to know more about the past. Teaching should equip pupils to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. History helps pupils to understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time.'

(National Curriculum 2014)

Intent

History has always been held in high regard at Gawsworth Primary School, with the school's own rich history within the context of the local area, such as the founding of our school in 1707 by Lord Mohun; a celebrated and inspiring feature of the school. The history curriculum at Gawsworth makes full use resources within the immediate and wider local area enabling children to develop a deep understanding of the rich history of their locality. Topics are informed by the national curriculum and are sensitive to children's interests, as well as the context of the local area. The history curriculum at Gawsworth is carefully planned and structured to ensure that current learning is linked to previous learning and that the school's approaches are informed by current pedagogy. In line with the national curriculum 2014, the curriculum at Gawsworth aims to ensure that all pupils: Gain a coherent knowledge and understanding of Britain's past and that of the wider world which helps to stimulate pupils' curiosity to know more about the past; Are encouraged to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement; Begin to understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time.

Implementation

Knowledge and skills of History are prioritised at Gawsworth Primary, so that children are able to achieve depth in their learning and these are taught through cross-curricular topics. Teachers have identified the key historical knowledge and skills of each topic and consideration has been given to ensure progression across topics throughout each year group across the school. By the end of year 6, children will have a chronological understanding of British history. They are able to draw comparisons and make connections between different time periods and their own lives. Interlinked with this are studies of world history, such as the ancient civilisations of Egypt.

Cross curricular outcomes in history are specifically planned for, with strong links between the history curriculum and literacy enabling further contextual learning. The local area is also fully utilised to achieve the desired outcomes, with extensive opportunities for learning outside the classroom embedded in practice. Planning is informed by and aligned with the national curriculum. Consideration is given to how greater depth will be taught, learnt and demonstrated, as well as how learners will be supported in line with the school's commitment to inclusion. Outcomes of work are regularly monitored to ensure that they reflect a sound understanding of the key identified knowledge. Within our knowledge-rich approach, there is a strong emphasis on people and the community of our local area.

The Early Years Foundation Stage (EYFS) follows the 'Development Matters in the EYFS' guidance which aims for all children in reception to have an 'Understanding of the World; people and communities, the world and technology' by the end of the academic year.

Impact

Outcomes in books, evidence a broad and balanced history curriculum and demonstrate children's acquisition of identified key knowledge. Children review their successes, verified by teachers through evaluation grids at the end of topics and also record what they have learned comparative to their starting points at the end of every topic, considering what they could improve upon. Pupil voice is further encouraged through pupil/teacher/SLT progress meetings. As children progress throughout the school, they develop a deep knowledge, understanding an appreciation of their local area and its place within the wider historical context. Emphasis is placed on analytical thinking and questioning which helps pupils gain a coherent knowledge and understanding of Britain's past and that of the wider world and are curious to know more about the past. Through this study pupils learn to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement.

The Skills of History

History has skills divided into five elements. These are:

Chronology – understanding the passing of time in an order and use of appropriate language.

Historical Concepts – understanding continuity and change, cause and consequence and similarity and difference.

Interpreting History – looking at different ways the past has been represented and recognising the differences.

Historical Enquiring – asking relevant questions about the past to obtain information, to use a range of resources to gather information.

Historical communication – construction of verbal and written responses to historical learning.

PRINCIPLES

The Role of the Subject Leader

The History subject leader plays a central role in achieving the aims of the subject, therefore it is important that the role is defined and understood by all.

To co-ordinate the purchase and maintenance of equipment and resources.

Ensure that resources are usable and available.

Review the needs of the staff and provide suitable training or advice.

Disseminate any other relevant information to staff.

Keep up to date with changes and developments.

Develop a scheme of work agreed with, managed and implemented by the whole school.

Monitor progress of the policy, updating, reviewing and to keep a record of work achieved.

To store any resources other than those needed for class teaching.

To monitor the quality of planning, delivery and standards achieved.

Professional Development

INSET needs are provided on a school basis by the co-ordinator after consultation with staff. Individual needs may be dealt with during school time – breaks etc. after school or during designated time
given to develop the subject. Beyond school support is brokered through consultants such as Chris Trevor and collaborative work within Fallibroome Multi Academy Trust..

National Curriculum Requirements

Key Stage One

Pupils will learn about people's lives and lifestyles. They will find out about significant men, women and children and events from the recent and more distant past, including from both Britain and the wider world. They will listen and respond to stories and use sources of information to help them ask and answer questions. They learn how the past is different from the present.
Through this content children should come to develop chronological thought, begin to use appropriate vocabulary, recognise why people did things and what the results were, recognise how things change over time, use a wide range of resources including ICT where possible, communicating their ideas clearly.

Key Stage Two

Classical Legacy (Ancient Greeks - European History Unit)
The Romans. (British History Unit)
Ancient Egypt. (World History Unit)
Settlements. (Celts, Saxons, Vikings, Normans - British History Unit)
Tudors. (British History Unit)
Tudors in Gawsworth/ Cheshire. (Local History Unit)
World Peace (study of wars across history including WW2)
Inventors and Inventions (study of significant people across history)

Through these units the children learn about significant places, events and people from the recent and more distant past. They will learn about change and continuity in their own area, in Britain with other examples from around the globe. They will look at history in a variety of ways. They will use different sources to help them investigate the past in depth and in overview. They will learn historical vocabulary where appropriate. They will learn the past can be represented in different ways. They will develop further knowledge of chronology and the time line.

PRACTICE

Planning

Planning takes place on a yearly, termly and weekly basis.

Teaching and Learning Styles

We strive to use fieldwork in our locality as much as possible. The enquiry approach will be used.

We positively emphasise chronology, each class has it's own time line.

Record Keeping

All teachers assess the progress of children against national curriculum requirements and make a judgement of 'expected', 'exceeding' or 'working towards' at the end of each term.

Progression

The history Scheme of Work is organised, as far as is possible, on a chronological basis. It begins in the Foundation Stage by introducing the idea of time passing, significant dates e.g. Christmas and significant others e.g. Granny. In Key Stage One the idea of the past is cemented firmly with examples of what happened and the picture set for Key Stage Two in which history follows from ancient times to the most recent within LKS2 and UKS2. Progression is checked termly.

Differentiation

In general, differentiation is achieved through outcome. In geography it is relatively easy to differentiate tasks and therefore extend the depth of learning.

Equal Opportunities

Gawsworth aims to provide each child with a learning environment in which there is fair provision for all children regardless of race, gender, culture or special need. Questions are equally fair and not gender biased.

Special Needs

Gawsworth acknowledges the potential history has in contributing to the education of children with learning difficulties, especially through fieldwork and environmental topics. We take this into account in our planning as well as the opportunities investigative/enquiry based-work challenges those of higher ability.

Schemes of Work

Schemes of work for all Key Stages are attached in later appendices. The schemes meet National Curriculum requirements at all Key Stages and follow a logical progression for each year, building on previous experience.

Review Procedure

This document has been written in consultation with the staff and governors of Gawsworth primary School. It will be reviewed with plans set out in the Strategic School Development Plan.

Appendices

Long Term and Mid Term Planning

Reference – Topic Matrix (Whole School Overview)
Year Group 'Jigsaws' (Year group coverage of History within topics)

SCHEMES OF WORK

Reference Scheme of Work (in line with requirements of 2014 National Curriculum.)

EYFS Historical Skills

Reference 'Attainment and Progress beyond ELGs' document

KS1 Historical Skills

Reference Key Skills Document for KS1

KS2 Historical Skills

Reference Key Skills Document for LKS2 and UKS2.

PHSE:
We acknowledge the part history can play in preparing our children for roles are responsible citizens and fostering good relationships whilst celebrating the differences between people. Such points are positively emphasised in our teaching.

September 2020