



Shiplake C.E. Primary School
Memorial Avenue
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SHIPLAKE C.E SCHOOL

HISTORY POLICY

Intent

At Shiplake CofE Primary School we deliver a History curriculum which will inspire and immerse pupils in British History. Our intent is to provide pupils with the experiences to gain knowledge and skills to understand significant aspects of our history and its impact on Britain and the wider world. We seek to promote curiosity within our pupils, encouraging them to think critically, weigh up both primary and secondary evidence to form their own opinions, together deepening their understanding of the history of Britain. Children learn key facts and concepts alongside skills such as chronological understanding, how to analyse and evaluate historical evidence, how to empathise with people from different eras and how to compare and contrast life in different periods. Through classroom learning and local educational visits pupils develop a love for History allowing them to discover first hand links and connection to their locality.

Aims

Through our teaching of history, we aim to provide opportunities for all children to:

1. know and understand the history of the British Isles from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world
2. know and understand significant aspects of the history of the wider world
3. gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'
4. understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses
5. understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed



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6. 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.

(As stated in the History National Curriculum 2014)

Objectives:

Early Years:

Children in the Foundation Stage will be working towards achieving the history focussed Early Learning Goals. These are found within the Foundation Stage area of Understanding the World. At this level History skills and concepts will be taught through various topics which vary each year depending on the cohort's interest. The current topics are All about me/ Polar regions/rainforests/Grandparents and Parents (2020). These are found within the foundation stage area of Understanding of the World.

KS1:

At KS1 children will have opportunities develop an awareness of the past, using common words and phrases relating to the passing of time. They will be taught where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. They will have opportunities to use a wide vocabulary of everyday historical terms and 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.

The topics covered will include:

- Castles/Battle of Hastings
- William the Conqueror
- My History – Huntley and Palmers
- The Great Fire of London
- Explorers -Famous for more than 5 minutes



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KS2:

During KS2 pupils will have opportunities to build on knowledge and skills introduced at KS1. Pupils will continue to have opportunities 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. They 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.

The topics covered will include:

- **Year 3**
- Ancient Greeks
- Victorians
- **Year 4**
- British History-from the Stone Age to the Iron Age
- The Anglo-Saxons
- Romans
- **Year 5**
- Ancient Egypt
- Mayan Comparison
- **Year 6**
- Vikings
- WW2

Agreed Approaches to Teaching and Learning:

- The work in history will be planned throughout the key stages to ensure that good cross-curricular links are made with other subjects. At Foundation Stage and KS1 it will often be taught as part of an integrated topic. History at KS2 may be taught alongside other subjects as part of a broad theme or as a focused history unit.



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- At all key stages, history makes a significant contribution to the development of Language and Literacy and occasionally Numeracy. Pupils will also have opportunities to use ICT for research.
- Visits and fieldwork are an important part of a pupil's entitlement and will be included within planning where possible to provide children with a first hand historical experience. They must meet the requirements set out in the health and safety policy in relation to school visits.
- A large proportion of work undertaken by pupils will have an investigative/enquiry approach. By studying primary and secondary evidence pupils will ask questions, analyse information and communicate their knowledge and understanding in a variety of ways.
- Equal opportunities/special educational needs: throughout the planning stages we ensure that the history curriculum is available to all pupils, with equal and appropriate access regardless of sex, race, faith, special educational need or disability.
- Opportunities to assess pupils' progress are identified in the medium- and short-term planning and a range of evidence is used. The end of year reports gives a summary of pupils' progression.

Assessment will be undertaken using the following methods: -

- observation of pupils
 - talking with pupils
 - marking written work
 - self-assessment
 - peer assessment
 - the evaluation of discussion
 - Knowledge organisers
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- Activities need to be created within the units, which will encourage pupils to reflect on their own values and attitudes in relation to a wider world e.g. moral issues, democracy and tolerance. These will include the Fundamental British Values of democracy, the rule of law, individual liberty and mutual respect and tolerance. Whenever possible, material should be chosen so that a range of multicultural opinion is represented and women and minority groups



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in past societies are accurately portrayed. We advocate co-operative work to enhance social skills.

- When planning the schemes of work across the key stages, attention is paid to providing pupils with a balanced range of perspectives: political, economic, technological, social, religious, cultural and aesthetic.
- As teachers/adults we must have an awareness of the messages or bias that we might unwittingly, pass on through our questioning, discussions or selected materials/resources.

Role of The Curriculum Leader for History:

- The history curriculum leader is responsible for monitoring and supporting teaching staff with planning, teaching, assessment and further development of the subject. They are also responsible for managing a budget. They are also responsible for managing a budget. The curriculum leader reports to the Head teacher and board of governors.

Reviewed and updated : Nicki Boyd (Humanities Subject Leader) Updated: October 2020