



Fishergate Primary School

History Policy

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Item number	Page	Summary of change

History Policy

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1) 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 in England: History Programmes of Study, DfE, 2013)

2) Aims

- To convey that history is the remarkable story of humanity and that the children are living the next chapter.
- To fire the children's curiosity and excitement about the past.
- To support the children in building a rich, substantive knowledge and vocabulary in history.
- For children to understand recurring historical concepts, such as *monarchy*, *invading* and *immigration*.
- To build children's sense of chronology both across and within topics.
- To build the children's knowledge of the disciplines historians use to learn about the past, such as *finding similarities and differences* and *using primary and secondary sources*.
- To make history relevant and tangible by embracing the historical assets of York and Fishergate Primary School.
- To help children establish a sense of identity, community and family.
- To help children empathise and explore the feelings of others.
- To understand that actions have consequences; the past affects the present and the present affects the future.
- To celebrate that Britain has been built by a diverse and multicultural population.
- To understand how Britain has influenced and been influenced by the wider world.
- To make cross-curricular links to enrich the wider curriculum.



3) Planning

We use a two-year long-term plan to ensure all subject content from the National Curriculum is taught across all key stages. Phases meet termly to complete medium term planning, adapting as appropriate to keep the curriculum relevant and targeted to the children's specific needs.

Early Years

In Early Years, history contributes to the *Understanding The World* area of the statutory framework and is evidenced throughout the year as part of discussions about family, discussions about the recent past (*i.e. Yesterday I... At the weekend I...*), exploring the concept of change through targeted provision and creating *Learning Journeys*.

Key Stage 1

In the National Curriculum, there are four objectives to meet in Key Stage 1 with no set topics. At Fishergate, we have a flexible, child-led approach, allowing us to adapt planning and topics to match the needs and interests of the children while ensuring these four objectives are met.

Our current topics are listed below, matched to the relevant objective in colour.

	Autumn Term	Spring Term	Summer Term
Year A	Sports heroes: <i>3) The lives of significant individuals in the past who have contributed to national and international achievements. (NC, 2013)</i>	Great Fire of London: <i>2) events beyond living memory that are significant nationally or globally. (NC, 2013)</i>	Van Gogh: <i>3) The lives of significant individuals in the past who have contributed to national and international achievements. (NC, 2013)</i>
Year B	- Local History Study: <i>4) Significant historical events, people and places in their own locality. (NC, 2013)</i> - Black History Month: <i>3) The lives of significant individuals in the past who have contributed to national and international achievements. (NC, 2013)</i>	What was it like when you were at school? <i>1) Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life. (NC, 2013)</i>	Comparison study (Queen Elizabeth I and II): <i>3) 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. (NC, 2013)</i>



Years 3 and 4

The statutory objectives for Key Stage 2 have been split between Years 3 / 4 and Years 5 / 6. To build a greater sense of chronology, the Stone Age is taught alongside the Bronze Age and the Iron Age is taught alongside Roman Britain.

	Autumn Term	Spring Term	Summer Term
Year A	Stone Age and Bronze Age: <i>Changes in Britain from the Stone Age to the Iron Age. (NC 2013)</i>	<i>No explicit history topic - history linked throughout wider curriculum</i>	Iron Age and Roman Britain: <i>Changes in Britain from the Stone Age to the Iron Age (NC, 2013)</i> <i>The Roman Empire and its impact on Britain (NC 2013)</i>
Year B	<i>No explicit history topic - history linked throughout wider curriculum</i>	Ancient Egypt <i>The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China (NC, 2013)</i>	<i>No explicit history topic - history linked throughout wider curriculum</i>

Years 5 and 6

Planning ensures that regular links are made back to topics taught in Years 3 / 4 to develop chronology.

	Autumn Term	Spring Term	Summer Term
Year A	Vikings and Anglo Saxons <i>- The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor. (NC, 2013)</i> <i>- Britain's settlement by Anglo-Saxons and Scots (NC, 2013)</i> <i>- Local History Study (NC, 2013)</i>	<i>No explicit history topic - history linked throughout wider curriculum</i>	Ancient Greece: <i>Ancient Greece – a study of Greek life and achievements and their influence on the western world (NC, 2013)</i>
Year B	<i>No explicit history topic - history linked throughout wider curriculum</i>	Maya Civilisation: <i>A non-European society that provides contrasts with British history. (NC, 2013)</i>	Immigration and the Empire Windrush: <i>A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 (NC, 2013)</i>

4) Teaching

Teaching in history should be exciting, engaging and adapted to meet the needs of all learners. Throughout school, the following approaches will be used:

- A variety of activities including provision for a mixture of visual, auditory and kinaesthetic learning.
- Lessons should be structured around enquiry questions which require the children to assimilate facts to use as concrete evidence to back up their answers.
- Themed days to capture children's imaginations whilst keeping a strict focus on learning objectives for the session.
- Opportunities for children to ask their own historical questions and find the answers.
- A balance of imparting knowledge and independent research involving the use of the library and the internet.
- Whole class lessons, individual, paired and group work.
- Role play, hot seating and other drama activities.
- Cross curricular activities where appropriate.
- Inviting visitors to school.
- Visits out of school to make the most out of the cultural capital of York.
- A range of high quality resources, including artifacts and primary and secondary historical sources.
- Knowledge organisers to provide key facts that the children will need to refer to regularly.
- Vocabulary lists in books, on flipcharts and displayed around the classroom.
- Classroom displays, showcasing children's work and key vocabulary.
- A timeline which can be regularly updated with dates, events and time periods to build on previous topics.



5) Inclusion & SEND

We provide equal opportunities by ensuring the planning and teaching of history is adapted to meet the needs of SEND pupils, including the following:

- As part of Fishergate's commitment to raising the attainment of disadvantaged young people (RADY), these pupils' SEMH and wider academic needs are prioritised. Any barriers for disadvantaged pupils, including pupils from families seeking sanctuary, are overcome so they can participate fully in the History curriculum and achieve the above outcomes alongside their peers.
- Pre-reading of historical sources (especially text-based sources).
- Focusing on simpler historical concepts e.g. if 'invasion' is inaccessible, teaching may focus on understanding 'fight' 'attack' and 'steal'

- Review of instructions 1-1 with simpler language and fewer steps.
- Task cards to break down instructions.
- 1-1 discussion around a source to guide interpretation.
- Use of coloured overlays.
- Ear defenders.
- Adaptation of resources presented so that the amount of text, or layout of text is more accessible.
- Text presented on cream-coloured paper; flipcharts pale coloured backgrounds (not white).
- Enlarged printouts of flipchart pages.
- Adaptation of the content so the pupil is engaged and sees the relevance of the topic.
- Different methods of recording: scribing, pictorial, use of a sound button, word-processing, photographic evidence.
- Brain breaks during longer tasks.
- Mixed attainment pairings.

6) Assessment

- Lessons are evaluated by the class teacher, identifying individual progress and informing future planning.
- Work should be marked regularly and kept as evidence of the work covered, following the school's marking policy.
- Parents are made aware of their child's progress through parents evening and the annual written report.
- The school website and phase Twitter accounts are used to show examples of work and photos of trips and visitors relevant to the topic being studied.
- Whenever appropriate, History should be linked to English so evidence of historical understanding can be found within writing. This work should be recorded in Topic books.

7) Marking & Feedback

Marking focus will be placed upon the evidence and statements pupils give within their work, to show their historical knowledge. Incorrect or inaccurate information and knowledge should be challenged, addressed and used to inform future planning, where necessary. Where there are errors in given vocabulary, these should be identified and improved, referring back to vocabulary lists in the long term planning. In non-written activities, feedback should be given regularly through discussion and questioning.

8) Role of the Subject Leader

The history leader should support the planning, teaching, learning and assessment of History within the school:

- Ensure History has a high profile at Fishergate Primary School.
- Update the long-term planning for History to ensure coverage of the National Curriculum.
- Provide and suggest high quality History resources for staff.
- Lead staff meetings to share up-to-date practice in History teaching.
- Make links with local Historical organisations (e.g. Fishergate, Fulford and Heslington Local History Society, English Heritage, National Trust, the universities) and collaborate with them when opportunities arise.
- Observe History teaching through the school at least once per year.
- Attend CPD training and feed back to staff.
- Update the History Policy to keep it up-to-date.

9) Diversity and Representation

At Fishergate Primary School, we celebrate the diversity within our school and within the history of humankind. We acknowledge that throughout history, groups such as women and black communities have not been fairly represented and their stories have been diminished, mistold or omitted. We are committed to rectifying this imbalance by representing all groups fairly and accurately within our lessons and resources. We will ensure this is done based on reliable sources and research to ensure no groups are forgotten for their contributions to our history and to provide the children with the truthful history curriculum they deserve.

10) British Values

We are committed to upholding the values of a diverse, multicultural Britain through our teaching in History:

- Learning about the achievements and customs of other civilisations helps the children to treat others with respect and tolerance, regardless of background.
- Lessons exploring tyranny, monarchy, oligarchy, anarchy and democracy help build an understanding of how citizens can influence decision-making through the democratic process in modern society.
- Exploring topics such as slavery, immigration, the Windrush generation and the British Empire builds an understanding of the importance of identifying and combatting discrimination and the harrowing consequences if we do not.