



KINGSNORTH CHURCH OF ENGLAND PRIMARY SCHOOL

Name of Policy:	History Policy	
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Updated By Who:	A Emms	
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Date To Be Reviewed:	July 2017	
Policy Approved By:	SLT:	
	Staff:	
	Governors:	

Our Vision Statement:

Kingsnorth...the best days of OUR lives!

Kingsnorth Values Statement

At Kingsnorth we ACHIEVE by...

- Aiming high Academically, Spiritually, Socially and Emotionally
- Challenging ourselves constantly to improve our learning
- Helping each individual reach their potential
- Inspiring others and being inspired
- Encouraging risk taking
- Valuing others and feeling valued
- Enriching lives through our Christian Values to become future citizens of the world

Our 5 Key Christian Values are:

Thankfulness, Friendship, Trust, Compassion and Endurance

Statement of Intent

'Recognising its historic foundation, the school will preserve and develop its religious character in accordance with the principles of the Church of England and in partnership with the Church at parish and the Diocese of Canterbury..

The school aims to serve its community by providing an education of the highest quality within the context of Christian belief and practice. It encourages an understanding of the meaning and significance of faith and promotes Christian values through the experience it offers all pupils.'

Inclusion and Equal Opportunities

This policy should be read while referencing our school's Single Equality Scheme. All children have equal access to the curriculum regardless of their race, gender, or disability. Our behaviour policy underpins all that we do at Kingsnorth and should be closely linked to our other policies.



At Kingsnorth CE Primary School we believe history should be concerned with stimulating pupil's interest and understanding about the life of people who lived in the past. We aim for pupils to develop a sense of identity and a cultural understanding based on their historical heritage. We teach pupils to understand how events in the past have influenced our lives today; we also teach the pupils to investigate these past events and, by so doing, develop the skills of enquiry, analysis, interpretation and problem solving.

Aims

At Kingsnorth CE Primary School our intention is to provide quality teaching and learning of history. We aim to ensure that all pupils:

- Know and understand the history of this nation as a coherent, chronological narrative, 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 □ Know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind
- Gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'
- 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
- Understand the methods of historical enquiry, including how evidence is used
- 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
- 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
- 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.

Skills

- We also seek to encourage pupils to develop the following skills:
- Empathy
- Interpretation of secondary and primary sources
- Historical enquiry
- Communicating history dramatically, verbally and narratively
- Research

Teaching and Learning style



History forms part of the School curriculum policy to provide a broad and balanced education to all pupils. Through our history teaching we provide learning opportunities that enable all pupils to make good progress. We do this by setting suitable learning challenges and responding to each child's different needs. History teaching focuses on enabling pupils of all abilities to think as historians. We encourage children to engage in history at a personal level by drawing on their existing knowledge, skills and understanding of the topic. Therefore, we teach history through sensory experiences such as re-enactments, drama and role play, and the use of visitors.

Early Years Foundation Stage (Understanding the World)

This covers the subjects Geography, Science, DT, History, RE and ICT. This is a major area of learning and enquiry focusing on children's developing knowledge and understanding of their environment, other people and features of the natural and made world. It provides a foundation for historical, geographical, scientific and technological learning.

Key Stage 1

Key Stage 1 focuses on developing pupil's awareness of the past, using common words and phrases relating to the passing of time. Pupils should know where the people and events they study fit within a chronological framework and will make comparisons between ways of life in different time periods, using a wide vocabulary of historical terms. Pupils should ask and answer questions, choosing and using parts of stories and other sources. 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 that pupils make progress teachers are often introducing pupils to historical periods that they will study more fully at Key Stage 2.

Pupils should be taught about:

- Changes within living memory
- Events beyond living memory that are significant nationally or globally
- The lives of significant individuals in the past who have contributed to national and international achievements
- Significant historical events, people and places in their own locality

Key Stage 2

Key Stage 2 should continue to allow pupils 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 vocabulary, by addressing and devising historically valid questions about change, cause, effect and making comparisons. Pupils should understand that knowledge of the past is constructed from a range of sources and use these to create responses that involve well organised, informed and thoughtful information. In planning to ensure the progression, teachers should combine overview and in depth studies that develop pupils understanding of both the long arc of development and the complexity of specific aspects of the content.

Pupils should be taught about:

- Changes in Britain from the Stone Age to the Iron Age
- The Roman Empire and its impact on Britain
- Britain's settlement by Anglo-Saxons and Scots



- The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor

A local history study

- A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066
- The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and an in depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang
- Dynasty of Ancient China
- Ancient Greece – a study of Greek life and achievements and their influence on the western world
- A non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300

A more detailed outline of the teaching of these subjects can be seen on the Curriculum Coverage break down – illustrating which year groups will teach each objective's.

The contribution of History to other curriculum areas

History contributes significantly to the teaching of a range of subjects; such as English and the development of pupil's speaking and listening skills through discussing historical questions or presenting their findings to the rest of the class, and writing by composing reports. Maths; pupils learn to use numbers when developing an awareness of chronology through looking at and creating time-lines. Computing; through the use of the internet to undertake research as well as to present their findings using different software. The history programme of study also enables pupils to understand that Britain's rich cultural heritage can be further enriched by the multi-cultural British society of today. At our School, we aim to embrace this through the teaching of history.

Assessment and Reporting

At Kingsnorth CE Primary School, we assess pupil's work in history by making informal judgements as we observe them during each history lesson. On completion of a piece of work, the teacher marks the work and will make comments as necessary. At the end of a unit of work, the teacher will make a summary judgement about the work of each pupil, if they are working towards, working at, or exceeding the unit objectives. We use this as a basis for assessing the progress of the child at the end of the year.