



FLASH LEY COMMUNITY PRIMARY SCHOOL & NURSERY

History Policy

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Introduction

This policy should be seen as a product of regular review and revision undertaken by all staff working together, and subject to amendment when necessary. This review and revision will take place as part of the school curriculum planning cycle (see EYFS, KS1 and KS2 infant long term creative curriculum plans). It should be read in conjunction with the Teaching and Learning policy statement and the Behaviour policy.

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.

"The Importance of History."

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

Vision

To equip our children with the understanding of how our History will shape our future.

Aims

- To promote an interest in the past.
- To develop an understanding of events over time and in a chronological structure.
- To learn about the roles that individuals and events have played in shaping modern society.
- To develop an ability to investigate and interpret different versions of past events.
- To learn to study historical evidence and to ask and answer questions about the past.
- To develop the ability to communicate historical knowledge and understanding using a variety of techniques.
- To encourage children to understand other people, their beliefs, thoughts, values and experiences.
- To develop an awareness of the world around them.
- To develop an understanding of society and their place within it, so that they acquire a sense of their cultural heritage.

- To develop a knowledge and understanding of historical development in the wider world.

Teaching and Learning

Planning and Organisation

History is taught where possible by a cross curricular approach through our 'Key Skills Curriculum.' In Nursery and Reception, History forms part of cross curricular topic work covering all six areas of learning - see "Early Years" section below. In the rest of the school, History is taught as part of the Creative Curriculum implemented 2015. This ensures History is covered at different times and regularly, matching the subject content to the requirements of both the Foundation Stage and the National Curriculum. We have developed a concept curriculum across all year groups to deepen the understanding of the topics that are taught.

History in the Foundation Stage is taught under the umbrella of 'Understanding of the World' from the EYFS. The children are supported in developing the knowledge, skills and understanding that helps them to make sense of the world. The pupils are encouraged to talk about their families and past and present events in their lives. They are beginning to gain knowledge and understanding of the world through:

- Photographs
- Listening to stories and memories of older
- Role play activities
- Discussing events in the past and their own personal lives sequencing events to gain a sense of time.

Key Stage 1

The National Curriculum Programme of Study at Key Stage 1 focuses on developing children's awareness of the past, using common words and phrases relating to the passing of time. They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. Children should use a wide vocabulary of everyday historical terms. They should 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.

In planning to ensure the progression described above through teaching about the people, events and changes outlined below, 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 is 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

The National Curriculum Programme of Study at Key Stage 2 should continue to allow children 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. Children 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.

In planning to ensure the progression, teachers should combine overview and depth studies to help pupils understand 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 a 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

Differentiation

Interpreting medium term plans to meet the needs of individual children is the responsibility of the class teacher. Staff use their professional judgement to provide work appropriate to the needs and abilities of the pupils in their care. Differentiated work is provided in a number of different ways: -

- By providing differentiated tasks.
- Through the outcome of a single set task.
- By providing extra support for lower ability.
- By providing extension tasks for the more able.

Cross-curricular links

Cross curricular links are identified on medium term plans. Installation of interactive whiteboards has led to an increase in opportunities for cross curricular work. Planning documentation is subject to continual review and new links are added as part of this process.

Assessment and Record keeping

Assessment and record keeping is in accordance with the whole school policy. Assessment opportunities and the evidence to be used by teachers in judging the level at which a child is working are built into planning.

Assessment forms part of the planning process. Teacher Assessment is ongoing throughout those terms when History is being taught. Pupil conferencing, peer

discussions, self-assessment and target setting form vital elements of Assessment for Learning in all subject areas. Marking is used effectively alongside the above strategies to build a full picture of pupil progress and attainment.

New assessment has been implemented across the school and is now completed at the end of the term. There is a progressive approach from Year 1 through to Year 4. This end of term assessment is based on the concept question and builds upon the pre-assessment completed at the start of the term.

Reporting to parents takes place on a termly basis through 2 parental consultation evenings and through an annual written report.

Mark books have been implemented into each of the year groups in Spring 2025 for assessment purposes.

Able Children

Interpreting medium term plans to meet the needs of individual children is the responsibility of the class teacher. Staff use their professional judgement to provide work appropriate to the needs and abilities of the pupils in their care. In the case of more able children, this may be through: -

- Conducting independent research and reporting back to the class.
- Differentiated the tasks.
- Set open ended investigation.
- Problem solving activities related to the subject.

Equal Opportunities

At Flash Ley Community Primary School, staff ensure that all children have access to the same broad and balanced curriculum, regardless of sex, ethnic origin or religious belief.

Geography is taught from a number of perspectives and evidence is presented from different points of view. As well as extending the range and depth of children's understanding, Geography supports the tolerance of differing opinions.

Inclusion

Flash Ley endeavours to meet the diverse needs of its pupils to ensure inclusion for all. All of our pupils are entitled to a broad, balanced curriculum, delivered in a

relevant and differentiated manner, enabling continuity and progression to be experienced.

It is important at this school that the teaching, learning achievements, attitudes and well-being of every young person matters. In order to make access to the whole curriculum a reality for all pupils, we foster an ethos in which positive attitudes to gender equality, cultural diversity and special needs of all kinds are actively promoted. In Humanities, planning for individual children or groups of children, based on informed observation and assessment for learning, will be informed by knowledge of their priorities. Teaching is responsive to pupils different learning styles and takes account of pupils cultural backgrounds and linguistic needs. Teachers ensure that the classroom is an inclusive environment in which pupils feel that their contributions are valued.

SEN/Dyslexia

Children who have Special Educational Needs are covered by the school's S.E.N. policy. Differentiated tasks and support are provided to enable all to fulfil their potential within the subject. The Governing Body believes that all children, regardless of ability and behaviour, are valued equally at Flash Ley Community Primary School. SEN children are not viewed as a separate entity but are part of the whole school approach, and different children's needs are recognised and met through varied and flexible provision throughout the curriculum.

Disadvantaged

The teaching of geography within the school will always factor the disadvantaged children. We provide children with the opportunity to complete homework projects within school with provided resources and they receive adult support during this learning time. Resources of the children's topic also get sent home so there are able to access learning material from home. As staff, we have the responsibility to enable all children to access the geography curriculum, regardless of background. All children can have a flair and passion for geography and we strive to provide the opportunity for them to feel comfortable to explore it.

PSHE / Citizenship

At Flash Ley we want children to take an active part in the life of their school and its neighbourhood. We are a Health promoting school and provide opportunities in all areas of the curriculum for children to gain the knowledge skills and understanding they need to make informed choices to lead confident, healthy and independent lives and act as responsible citizens.

Community Links.

The quality of teaching in geography relies heavily on the use of the community as a resource. We maintain good links within the community and use the immediate environment for a wide variety of fieldwork opportunities. Parents play a key role in the success of fieldwork by donating their time and help.

Monitoring and Evaluation

Policy and practice in geography are monitored and evaluated on a regular basis in accordance with the school curriculum development planning cycle. Monitoring currently takes place by review of medium-term plans and sampling children's work. Where possible special events and displays are photographed. Informal discussions with colleagues inform future amendments to planning and a short report is produced for the subject leader file and the senior management team. Lesson observations will take part in future as part of the school's assessment cycle.

Promoting Reading

Reading is promoted in different ways through geography. Teachers are able to feely plan lessons that incorporate reading within them. In other areas, children may be developing reading skills in the context of geography. Across the school, the majority of class texts are based on topics from the yearly long-term planning. This is shared between history and geography. Within the Accelerated Reader scheme there are many fiction books based on geographical knowledge which inspires children to expand their understanding of a range of subjects outside of their topic. This encourages children to be reading for pleasure.

Resources

Resources are located: -

- In KS2- shared maps, atlases, globes and textbooks
- Within the relevant year group for resources related to specific topics.
- Within the outdoor learning environments of the school; Foundation Stage outdoor activity space.

Resources are audited annually and requests for new materials are sent to the subject leader who will consult the head teacher. Acquisitions are made according to priority and available funding.

Governors

The Governing Board at Flash Ley retain the responsibility for continuing to raise standards in accordance with the School Development Plan. The governors work closely with school and are kept up to date through attending regular governors' meetings and visits to school. The role of the link governor is to help ensure relevant issues remain high on the school's agenda, to provide a link between the Governing Board and the staff of the school.

British Values

Through the teaching of geography, children will gain a better understanding of the views and opinions of others, respect the way of life of others in different parts of the world and understand the behaviours of others around the world. British Values are implemented into lessons by staff members from week to week for the benefit of the children's development.

Long Term Memory

The long term plan ensures embedding of knowledge throughout children's time at Flash Ley. The long term plan is intended to allow learning to follow on from year to year, building upon knowledge from previous year groups. The skills grids also have progression from year to year. Some skills are looked at in more detail and others are added within the different areas of the curriculum. Staff members will be referring to learning from past year groups in their lessons to ensure knowledge and skills have been embedded. If staff are able to identify any gaps in the children's learning, they will fill them within the teaching of their current topic.

Within Key Stage 2, part of the children's topic is pupil-led (now on Seesaw). All of the activities are revision of skills that have been taught in previous years or terms. Again, this ensures consolidation of skills across every year.