



## Tunbury Primary School

### History Policy

#### Introduction and rationale

This policy outlines the teaching, organisation and management of history taught at Tunbury Primary School. The school's policy for history is based on the National Curriculum 2014.

At Tunbury, we aim to inspire pupils' curiosity about the past and to consider how an historical event has influenced society today. We encourage the children to look at a range of evidence and judge the validity of a source for themselves.

#### Aims

- To ensure pupils have a chronological understanding of their topic and where it fits in on a timeline.
- To develop historical enquiry, challenging pupils to ask why there are different interpretations of History.
- To develop an awareness of their local history.
- To use a range of sources to investigate the past.
- To understand the importance of learning from History.
- To develop in children the skills of investigation, analysis, evaluation and presentation.

#### Planning

The history curriculum is delivered by the class teacher. The depth of coverage has been adapted from the National Curriculum guidelines 2014 and most topics have also been linked to The Learning Challenge Curriculum, which ensures a cross-curricular approach to each topic. Teachers plan a long term overview of all topics, showing links between each subject. This is followed by a medium term plan demonstrating a breakdown of coverage for the term, finally individual lesson plans are uploaded to KLZ for easy access and monitoring.

In Reception and Key Stage One, History is taught in cross-curricular topics. In Key Stage Two, History is taught in units, however, the unit is carefully linked to the termly topic ensuring cross curricular opportunities throughout. Understanding of History begins in Reception when they begin to explore the concept of time. They ensure a secure knowledge of the term 'history' (as in something that took place before today) before Year 1. This takes the form of diary entries and discussion.

## Coverage of Curriculum

Year Group	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<b>Key Stage 1</b>						
<b>One</b>	Changes in living history: Wheels on the	Significant events in History: *Guy Fawkes *Remembrance Day *Birth of Jesus.	Link from Geography – Polar Regions	Local History: Chatham Dockyards *Famous Sailors *Nelson	Time line linked to a local character: Dickens	History of space travel and astronauts
<b>Two</b>	Significant people from abroad:- Nelson Mandela - Aspinal Foundation - local people. (1918-2013)	Timelines *Personal timeline *Chronology Dinosaur timeline		Events beyond living memory: Victorian times. (1837-1901)  *Pirates (Local link) *Life *School *Punishments	History of farming - machinery	Events beyond living memory: What was it like when the Queen came to the throne? (1953)
<b>Key Stage 2</b>						
<b>Three</b>		Stone Age to c. 2500 BC Bronze Age to c. 800BC Iron Age to AD 42	Ancient Greece Classical period (c. 500BC to c. 330BC)		Britain's settlement by Anglo-Saxons and Scots.	
<b>Four</b>		History Study beyond 1066: The Norman invasion and its impact on British society (1066AD-1154AD)		The Roman Empire and its impact on Britain (c. AD 42 to AD 410)	A non-European Society: China -Shang Dynasty of Ancient China (c.1766 BC-1122BC)	Link from Geography – London
<b>Five</b>	Early civilizations – Egypt c.3300 BC to 330BC (Peak c. 1500BC)	Link from Geography – Frozen (History of Antarctica)	The Viking and Anglo-Saxon struggle for England (789 - 1066)		Study of an impact on British history beyond 1066: History of Space Travel (20 <sup>th</sup> Century)	

## Assessment

The teacher assesses children's work in History by making informal judgements as they observe them during each History lesson. The teacher also carries out a formal assessment at the end of a unit of work, gauged against the History expectations for the year group. The expectations table for each year group is updated at the end of the unit using green, orange and red to demonstrate if an expectation is secure, partially secure or has not been met. The teacher may choose which expectations are covered in each topic

and will generally cover an expectation more than once. We use this to inform future planning and we pass this information on to the next teacher at the end of the year.

### Differentiation

All children have an entitlement to access the programme of study at an appropriate level. Sources and resources are available for children of all abilities. Differentiation in many areas may be by outcome. However, careful planning will ensure that tasks or language can be modified to support pupils. Children exceeding expectations will be encouraged to ...

### Monitoring and evaluation

A sample of books and plans are audited termly by the subject leader. Feedback is then given to each year group. Plans are monitored to ensure that the focus is not simply on content coverage but also on developing skills and questioning. Each term, a learning walk is carried out by the subject leader to ensure surroundings support the children's learning in this area.

### Management and administration.

The History leader is responsible for the management of the management of History and for making sure that the scheme of work for History is covered throughout the school. The leader will offer advice and support to staff where needed and will monitor the progression of skills throughout the school. An annual written report will be submitted to the Head teacher and relevant action points shared with all staff.

### Resources

There are a variety of resources available at Tunbury. Most of the resources are kept in History locker, however many classes have an individual box with artefacts and books for each topic. We have membership with The Historical Association which provides a wealth of information and advice for teachers to use. Resources are purchased by the History coordinator, who coordinates with staff at the beginning of each term to ensure any resources required are purchased ready for the next topic.