


GILLINGSTOOL PRIMARY SCHOOL

Inspire ~ Believe ~ Achieve



HISTORY POLICY

Signed ... 

Name: Dave Llewellyn

Chair of Governors

Date: November 2021

Signed 

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Date: November 2021

Purpose:

Studying history enables us to develop a better understanding of the world in which we live. Building knowledge and understanding of historical events, enables us to develop a much greater appreciation for current events today.

At Gillingstool the purpose of our history curriculum is to give our pupils a broad perspective, a generalised understanding of how the present comes about, an understanding of the process of historical change. In this way, they will get a sense of perspective on whatever may happen in their lifetime.

Our History embeds our drivers, oracy, our place in the world and narrative.

Our aims are to:

- Stimulate pupils' enthusiasm for, and curiosity about the past in Britain and the wider world.
- To increase the children's knowledge of how the present is shaped by the past; how people lived in the past and how their way of life has influenced future generations.
- To develop a chronological framework for their knowledge of significant events and people.
- To develop the ability to interpret and understand the different periods in the past.
- To help children empathise and explore the feelings of others.
- To enrich and help the teaching of other areas of the curriculum.
- To build children's independent enquiry skills through using a range of resources.
- To increase their knowledge of how people's behaviour was influenced by their cultures, past civilisations and beliefs and can influence their decisions about personal choices, attitudes and values.
- Develop pupils' competence in specific historical skills.
- To help children establish a sense of identity, community and family.
- To help children understand cultural roots and shared inheritance.

Delivery

At Gillingstool our History units are experienced on a two- year rolling programme. Our Curriculum Map document details the objectives covered within each unit and highlights where there are opportunities to revisit learning across the key stages. In selecting the focus for our learning we begin in the Early Years and Key Stage One with a focus on our LOCALITY in order that our children develop a clear understanding of self and of our school community. As our children mature, our curriculum focus widens to include an understanding of SOUTH GLOUCESTERSHIRE AND OUR LOCAL CITY, BRISTOL, with a focus on the historic port of Bristol, with a history of travel, transport and trade. We also begin to study NATIONAL concepts including significant periods of history, democracy, invasion, conflict, and migration. Our oldest students experience a wider exploration of the world as they study GLOBAL issues, including sources of energy, sustainability and climate change.

Foundation Stage

History in the Foundation Stage is taught within the area of “Understanding the World”. The children are supported in developing the knowledge, skills and understanding that helps them to make sense of the world through the following programme of topics: All About Me, Celebrations, Superheroes, Journeys, Growing and The Farm

The pupils are encouraged to talk about their families and past and present events in their lives. They begin to

gain knowledge and understanding of the world through:

- Reading stories and non-fiction books
 - Listening to stories and memories of older people
 - Role play activities
 - Discussing events in the past and their own personal lives
 - Sequencing events to gain a sense of time
- Photographs/artefacts

Key Stage 1

During Key Stage 1, we base our topics particularly around our locality. Pupils learn about people’s lives and lifestyles. They find out about significant men, women, e.g. Brunel, Bristol pirates and Mary Seacole, children and events from the recent and more distant past in Britain and the wider world. They listen, and respond to stories and use sources of information to help them ask and answer questions. They learn how the past is different from the present.

Key Stage 2

During Key Stage 2 pupils learn about significant people, events and places from both recent and more distant past. They learn about change and continuity in their own area e.g. WW2 in Thornbury, in Britain and in other parts of the world e.g. the Mayans. They look at history in a variety of ways, for example from political, economic, technological and scientific, social, religious, cultural or aesthetic perspectives. They use different sources of information to help them investigate the past both in depth and in overview, using dates and historical vocabulary to describe events, people and developments. They also learn that the past can be represented and interpreted in different ways.

In KS1 and KS2 we study units which are particularly history based like Castles (KS1) and the Mayans (KS2). These topics may also have geographical links where for example, we do map work to locate the places studied. Similarly the geography based topics like Disasters may also have links to historical events like Pompeii.

Our unit plans for each of the historical topics detail what each child should know by the end of the unit. The plans also include past knowledge, important vocabulary, oracy opportunities, cross curricular links, links to the school’s values and curriculum intent.

We also have our Learning Ladders which detail the skills work needed e.g. being able to ‘place objects, people and events, beyond own experience, in time order’.

Where possible we aim for immersion, our history units of study are integrated particularly into our English units by way of our choices of texts. For example in our Disasters topic (LKS2) children write non-chronological texts and explanation texts about earthquakes, floods and volcanoes. The children also experience other cross-curricular links such as through the art e.g. Hokusai's wave prints and one pot cooking in DT.

Provision

The school uses a variety of teaching and learning styles in history lessons. We believe in whole-class teaching methods and combine these with enquiry-based research activities. We believe children learn best when:

- They listen to and interact with stories from the past
- They undertake fieldwork by interviewing family and older friends about changes in their own and other people's lives
- They use drama and dance to act out historical events
- They are shown, or use independently, resources from the internet and videos
- They are able to use non-fiction books for research
- They are provided with opportunities to work independently or collaboratively, to ask as well as answer historical questions.
- They go on visits to museums and places of interest
- They have access to secondary sources such as books and photographs
- They have access to, and are able to handle artefacts
- Visitors talk about personal experiences of the past

We recognise the fact that we have children of differing abilities in all our classes, and so we scaffold activities to ensure all children can access their learning.

Assessment and Recording

At Gillingstool assessment is an integral part of the teaching process. All children start and end a unit with an entrance/ exit test. Assessment of children's work is on-going to ensure that understanding is being achieved and that progress is being made. They have mini quizzes at the start of each lesson so that they recap previous learning as well as knowing that there is an expectation that knowledge is retained. Feedback is given to the children as soon as possible, and marking work is guided by the school's Marking Policy.

Monitoring

Monitoring takes place regularly through book looks, lesson observations and pupil conferencing.