



# **History Policy**

## **for Hertsmere Jewish Primary School**

**Prepared by: D Ross/L Wolf**

**Reviewed on: October 2020**

**Date of Next Review: October 2021**

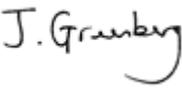
## Policy Review

This policy will be reviewed in full by the Governing Body on an annual basis.

The policy was last reviewed and agreed by the Governing Body on October 2020.

It is due for review on October 2021.

Signature  Headteacher Date October 2020

Signature  Chair of Governors Date October 2020

## **History Policy**

### **1 Aims and objectives**

- 1.1 The aim of History teaching at HJPS is to stimulate the children's interest and understanding about the life of people who lived in the past. We aim to give children a sense of identity and 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 them to investigate these past events and by doing so, to develop the skills of enquiry, analysis, interpretation and problem solving.
- 1.2 The aims of History in our school are:
- to foster in children an interest in the past and to develop an understanding that enables them to enjoy all that History has to offer;
  - to enable children to know about significant events in British History and to appreciate how things have changed over time;
  - to help children understand society and their place within it, so that they develop a sense of their cultural heritage;
  - to develop in children the skills of enquiry, investigation, analysis, evaluation and presentation.

### **2. Teaching and learning style**

- 2.1 History teaching focuses on enabling children to think as historians. We examine artefacts and secondary sources. In each key stage we give children the opportunity to visit sites of historical significance. We encourage visitors to come into school and talk about their experiences of events in the past. We recognise and value the importance of stories in History teaching and we regard this as an important way of stimulating interest in the past.
- 2.2 We recognise the fact that in all classes there are children of different abilities and we seek to provide suitable learning opportunities for all children. We achieve this by:
- setting differentiated tasks and investigative studies,
  - providing resources of different complexity depending on the ability of the child.

### **3. History Curriculum Planning**

We follow the national curriculum for History. We take a creative approach to our planning and try to teach cross-curricular e.g. linking to Art or English.

## Key Stage 1

Pupils should develop an 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. They 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 Stages 2 and 3.

Pupils should be taught about:

- changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life
- events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries]
- 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 [for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell]
- significant historical events, people and places in their own locality.

## Key Stage 2

Pupils should continue 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. They 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 described above through teaching the British, local and world history outlined below, 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.AD900; Mayan civilization c.AD900; Benin (West Africa) c.AD900-1300.

#### **4. Foundation Stage**

- 4.1 We teach History in the Foundation Stage as an integral part of the topic work covered during the year. We relate the History side of the children's work to the Early Learning Goals of developing a child's knowledge and understanding of the world through activities such as discovering the meaning of new and old in relation to their own lives.

## **5. The contribution of History to other subjects**

### **5.1 English**

History contributes significantly to the teaching of English in our school by actively promoting the skills of reading, writing, speaking and listening.

During English lessons, historical texts are often used as a basis for the weekly English focus. They develop their writing ability by composing reports and letters, diaries and descriptions. Writing frames are used to support these tasks.

Children develop verbal skills through discussing historical questions or presenting their findings to the rest of the class. They are expected to use historical terms and use a higher level of language.

### **5.2 Mathematics**

History teaching contributes to the teaching of mathematics e.g. children learn to use numbers when developing a sense of chronology through doing activities such as time lines.

### **5.3 Computing**

We use Computing in History teaching where appropriate and we meet the statutory requirement for children to use Computing as part of their work in History. In addition, children use Computing in History to enhance their skills in presenting written work and they research information using the Internet.

### **5.4 PSHE and Citizenship**

History contributes to the teaching of PSHE as children develop self-confidence by having opportunities to explain their views and express their opinions. In Years 5 and 6 they learn how to challenge stereotypes and to appreciate that racism is a harmful aspect of society.

### **5.5 Jewish Studies**

In Jewish Studies, the children in KS1 and KS2 are taught about their own cultural identity and heritage through the teaching of Jewish history and its links to Torah, Parasha and Chumash. The teaching of the Jewish year also enables the children to learn the source of the Jewish festivals and the history of the Jewish people. In addition to this, the children in Years 5 and 6 are able to place events on historical timelines and links are often made between the Jewish and Gregorian calendar. Furthermore, there is a liaison between the secular and Jewish Studies staff when planning and

teaching so that the children are made aware of certain conflicts relating to how Jews were treated at specific times in the past.

## **6. Assessment and Recording**

The children are assessed in a number of ways to determine whether they are working at, above or below the expected levels. These assessments are used to inform future planning.

## **7. Marking and Feedback**

We follow the school's Marking and Feedback Policy.

## **8. Resources**

8.1 There are resources for all History topics. In the school and classroom libraries, there is a supply of topic books to support children's individual research.

8.2 Each year group has a list of History resources available and each maintains their relevant resources within their classrooms.

## **9. Monitoring and review**

9.1 Monitoring of the standards of children's work and the quality of teaching in History is the responsibility of the History coordinators and is carried out through observations, feedback, guidance and reviewing samples of children's work.

9.2 The History subject coordinators also give the Headteacher reports in which they evaluate the strengths and weaknesses in the subject and indicate areas for further improvement.

## **10. Inclusion/SEN**

To overcome any potential barriers to learning in History, some pupils may require:

- additional adult support when working with significant quantities of written materials or at speed
- differentiated worksheets and the use of written frameworks
- help in tasks that require extended writing to communicate their ideas through methods such as the use of computing, speech or transcription.

## **11. In school and out of school experiences**

In KS1 and KS2 children have the experience and opportunity of in school and out of school experiences to enhance their knowledge, understanding and enjoyment of History.

Teachers arrange for visitors and groups to come into school to talk with the children. Activities are arranged through these experiences that allow children to further their development in specific areas.

## **12. Health and Safety**

This policy needs to be read alongside our Safeguarding policy and Off Site procedures in line with Hertfordshire County Council policies.