



History Policy

for Hertsmere Jewish Primary School

Prepared by: N Lipman

Reviewed on: January 2022

Date of Next Review: January 2023

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 *R. Klak-Leri* Headteacher

Date January 2022

Signature _____ Date _____

History Policy

Intent

At Hertsmere Jewish Primary School our aims are to fulfil the requirements of the National Curriculum for history; providing a broad, balanced and differentiated curriculum; ensuring the progressive development of historical concepts, knowledge and skills; and for the children to develop a love for history. Furthermore, we aim to inspire in pupils a curiosity and fascination about history that will remain with them for the rest of their lives. A high-quality history education will help pupils gain a coherent knowledge and understanding of Britain's past and that of the wider world. It is also important that pupils are able to relate their Jewish heritage to history and understand how chronology fits in with their understanding of the history of the Jewish people.

History teaching has a wide application to everyday life, teaching the children to enjoy learning about the past and to have a better understanding of the society in which they live.

The aims of teaching history in our school are:

- To inspire pupils' curiosity to discover more about 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 develop a sense of chronology;
- To know and understand how the British system of democratic government has developed and, in so doing, to contribute to a child's citizenship education;
- To understand how Britain is part of a wider European culture and to study some aspects of European history;
- To have some knowledge and understanding of historical development in the wider world;
- To develop in children the skills of enquiry, investigation, analysis, evaluation, debate, interpretation, problem solving and presentation.

Implementation

At Hertsmere, History follows the National Curriculum topics in a chronological order. It is taught both as a stand-alone subject lesson each week and within a cross-curricula manner where appropriate. History is often linked with English as teachers are able to focus on non-fiction and pupils can study the genre of chronological and non-chronological reports. Teachers prepare engaging lessons which inspire the curiosity of the pupils and encourage much questioning. Lessons are taught using a range of resources from books, websites, primary artefacts, photographs etc. As the subject is taught chronologically from Year 1 – 6, pupils are encouraged to place their learning in history and both link events and use skills to further their learning. In order to further develop their understanding and enjoyment of the subject, where possible, pupils are exposed to school trips and having visitors to school who are able to build on their learning with primary artefacts and experiences.

Teaching and learning style

- 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.
- 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.

Foundation Stage

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.

The contribution of History to other subjects

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.

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.

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.

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.

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.

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.

Marking and Feedback

We follow the school's Marking and Feedback Policy.

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.

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.

. **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.

. **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.

Health and Safety

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

The Impact of our History Teaching is as follows:-

As pupils travel through their primary education, they are encouraged to analyse and question sources of information. By Year 6, pupils understand that primary and secondary sources can be biased and unbiased towards events. They understand how historical events have shaped their current world in which they live and this is further related to their PSHE curriculum where they learn about the society in which they live. Pupils show progression of skills through their time in school and develop a keen interest in history of the world around them. They move onto secondary education with the correct skills and an enthusiasm to learn more.