



Charles Saer Community Primary School

History Policy

Intent

To support our whole school curriculum intent in History, we aim to stimulate the children's curiosity and understanding about the life of people who lived in the past in Britain and the Wider world, whilst developing the children's chronological knowledge and their ability to identify continuity and change over periods of time. It is important for the children to understand that history is constructed by people who study the past and this is based on research and evidence. The findings of which are open to interpretation and may change according to the evidence used and who is interpreting it. Through the History curriculum, we aim to help children understand society and their place within it, so that they develop a sense of their cultural heritage.

At Charles Saer Community Primary School, children are encouraged to develop and use Historical skills i.e. enquiry, investigation, analysis, evaluation and presentation, as well as giving reasons as to why people in the past behaved in the way they did and their effect on present day society(legacy). Children are encouraged to think for themselves, work independently and display self confidence. We ensure that Historical skills and knowledge are built on and developed throughout children's time at school so that they can apply their knowledge of History when examining artefacts and resources, asking and answering questions, finding evidence, building arguments and explaining their reasons confidently. History fosters tolerance of other people's opinions and the understanding that others may interpret evidence of the past in a different way.

We want our children to have a broad vocabulary and we work hard to narrow the vocabulary gap. Historic language is taught, revisited and built upon as they progress through school. In every classroom, history specific words are introduced and displayed, linked to their current History topic. By the end of the topic, children are able to give a definition of the word and use it in the correct context. To develop the children's language skills, teachers model sentences and historical phrases, in order to help the children construct their own arguments.

The staff at Charles Saer Community Primary School ensure that all children are exposed to high quality teaching and learning experiences. History teaching focuses on enabling children to think as historians. Whenever possible we provide children with first hand experiences and place an emphasis on examining historical artefacts, photographs and primary sources.

We believe that first hand experiences are crucial in developing the whole child and throughout their time at school, we give children the opportunity to visit sites of historical significance and Museums. We encourage visitors to come into the school and talk about their experiences of events in the past. In each phase, we include a local History study to

help the children to connect with their own heritage and develop a sense of pride in self, school and community. These experiences are purposeful and link with the knowledge being taught in class..

Our History curriculum enables children to develop their skills of co-operation, resilience and commitment through working with others, and to encourage where possible, ways for children to explore History in forms which are relevant and meaningful to them.

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 teach with a creative approach to ensure this occurs.

Implementation

At Charles Saer Community Primary School, we have developed a cross curricular approach to our curriculum using selected and adapted lessons from ‘Curriculum Maestro’ units over a two-year cycle.

Through this, History is taught either as a cross-curricular link or as a focus topic, following the National Curriculum (2014) programmes of study.

Curriculum map

At Charles Saer Community Primary School, we have mixed age classes, so we have developed a two-year cycle to ensure full coverage of the National Curriculum 2014 across the school.

Phase	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 5/6 Cycle A		 <p>A Child's War A study of an aspect in British history that extends pupils' chronological knowledge beyond 1066</p>	 <p>Hola Mexico A Non-European Society: Mayan Civilization</p>			 <p>Pharaohs Achievements of the earliest civilizations.</p>
Year 5/6 Cycle B	 <p>Off With Her Head A study of an aspect in British history that extends pupils' chronological knowledge beyond 1066</p>		 <p>A study of an aspect in British history that extends pupils' chronological knowledge beyond 1066 Local history- A street through time</p>			

Year 3/4 Cycle A		 Gods and Mortals The Ancient Greeks- A study of Greek life and achievements and their influence on the Western World.		 Tribal Tales Changes in Britain from Stone Age to Iron Age		 Urban Pioneers Local History- Fleetwood (A new town) built in the Victorian period The development of the railway.
Year 3/4 Cycle B	 I am Warrior The Roman Empire and its Effect on Britain.					 Traders and Raiders Britain's Settlement by Anglo Saxons and Vikings

Year 1/2 Cycle A	 Memory Boxes Changes Within Living Memory			 Land Ahoy Local Study- Fleetwood Lighthouses		
Year 1/2 Cycle B		 Bright Lights, Big City The Great Fire of London. Events beyond living memory.	 Moon Zoom Neil Armstrong and Tim Peake The lives of significant people in the past.	 Towers Tunnels and Turrets The Development of castles		

Progression of skills

The progression documents below have been designed to show how and when we will cover all of the relevant History knowledge and skills across our school. The Progression of skills has been divided into five areas;

- Chronology,
- Events, People and Places,
- Interpretation, enquiry and using sources,
- Communication
- Vocabulary.

These cover the skills and knowledge from the National Curriculum (2014) document. There is progression of skills for each year group in each of the five areas. The lessons have been designed to ensure that each area has good coverage and provides opportunities to build on the skills from previous years.

Skills Progression KS1	Chronology	Vocabulary	Events, people and changes	Interpretation, Enquiry and using sources	Communication	Knowledge
	<p>Yr1 Recognise the distinction between past and present.</p> <p>Yr1 Order and sequence some familiar events and objects.</p> <p>Yr2 Recognise that their own lives are similar /different from lives of people in the past.</p> <p>Yr2 Order and sequence events and objects.</p>	<p>Yr1 Know everyday terms such as 'long ago' and 'before'.</p> <p>Yr2 Use common words and phrases concerning the passage of time</p>	<p>Yr1 Describe some changes within their living memory</p> <p>Yr2 Describe some changes within their living memory (including aspects of national life)</p> <p>Yr1 Retell some events from beyond living memory which are significant nationally.</p> <p>Yr2 Retell events in more detail from beyond living memory which are significant nationally.</p> <p>Yr1 Demonstrate some awareness of the lives of significant individuals in the past who have contributed to national achievements.</p> <p>Yr2 Demonstrate awareness of the lives of significant individuals in the past who have contributed to national and international achievements.</p> <p>Yr1 Develop some awareness of significant</p>	<p>Yr1 Make simple observations about different people, events, beliefs and communities. Identify some of the basic ways in which the past is identified.</p> <p>Yr1 Use sources to answer simple questions about the past.</p> <p>Yr2 Consider why things change over time.</p> <p>Yr2 Ask and answer simple questions about the past through observing and handling a range of sources.</p> <p>Yr1 Choose parts of a story and other sources to show what they know about the past. Use sources to answer simple questions about the past.</p> <p>Yr2 Choose parts of stories and other sources to show what they know about significant people and events. Recognise some basic reasons why people in the past acted as they did</p>	<p>Yr1 Use simple historical terms.</p> <p>Yr2 Use a variety of simple historical terms and concepts. Demonstrate simple historical concepts and events through role play, drawing and writing</p> <p>Yr1 Describe special or significant events.</p> <p>Yr2 Talk about what/who is significant in simple historical accounts. Demonstrate simple historical concepts and events through role play, drawing and writing</p>	<p>Yr1 Changes within living memory have happened over the last 100 years and include advances in technology, exploration, workplaces, houses and jobs, leisure, family and social structures.</p> <p>Yr2 Life has changed over time due to changes in technology, inventions, society, use of materials, land use and new ideas about how things should be done.</p> <p>Yr1 Identifying similarities and differences helps us to make comparisons between life now and in the past.</p> <p>Yr2 A historical period is an era or a passage of time that happened in the past. For example, Victorian Britain is a period in British history.</p> <p>Yr1 Sequencing words, such as first, next, finally, then and after that, can be used to order information chronologically.</p> <p>Yr2 A timeline is a display of events, people or objects in chronological order. A timeline can show different periods of time, from a few years to millions of years.</p> <p>Yr1 Significant historical events include those that cause great change for large numbers of people. Key features of significant historical events include the date it happened, the people and places involved and the consequences of the event.</p> <p>Yr2 Significant events affect the lives of many people over a long period of time and are sometimes commemorated. For example, Armistice Day is commemorated every year on 11th November to remember the end of the First World War.</p>

			<p>historical events, people and places in their own locality</p> <p>Yr2 Develop awareness of significant historical events, people and places in their own locality</p>			<p>Yr2 Important individual achievements include great discoveries and actions that have helped many people.</p> <p>Yr2 Historical models, such as Dawson's model and diamond ranking, help us to organise and sort historical information.</p> <p>Yr1 Common words and phrases, such as here, now, then, yesterday, last week, last year, years ago and a long time ago, can be used to describe the passing of time.</p> <p>Yr2 A year is 365 days and a leap year is 366 days. A decade is 10 years. A century is 100 years.</p> <p>Yr1 Historical artefacts are objects that were made and used in the past. The shape and material of the object can give clues about when and how it was made and used.</p> <p>Yr2 Artefacts are objects and things made by people rather than natural objects. They provide evidence about the past. Examples include coins, buildings, written texts or ruins.</p> <p>Yr2 A viewpoint is a person's own opinion or way of thinking about something</p> <p>Yr1 A monarch is a king or queen who rules a country</p> <p>Yr2 Hierarchy is a way of organising people according to how important they are or were. Most past societies had a monarch or leader at the top of their hierarchy, nobles, lords or landowners in the middle and poor workers or slaves at the bottom.</p> <p>Yr1 Stories, pictures and role play are used to help people learn about the past, understand key events and empathise with historical figures.</p> <p>Yr2 Historical information can be presented in a variety of ways. For example, in a non-chronological report, information about a historical topic is presented without organising it into chronological order</p>
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LKS2 Skills Progression	Chronology	Vocabulary	Events, people and changes	Interpretation, Enquiry and using sources	Communication	Knowledge
	<p>Yr 3 Use some dates and historical terms when ordering events and objects.</p> <p>Yr4 Use dates and historical terms when ordering events and objects.</p> <p>Yr3 Demonstrate awareness that the past can be divided into different periods of time.</p> <p>Yr 4 Identify where people and events fit into a chronological framework.</p> <p>Yr3 Explore trends and changes over time</p> <p>Yr4 Explore links and contrasts within and</p>	<p>Yr 3 Use relevant historical terms and vocabulary linked to chronology.</p> <p>Yr4 Use relevant historical terms and vocabulary linked to chronology.</p>	<p>Yr 3 Demonstrate knowledge of Ancient Greece including Greek Life and achievements and their influence on the Western world.</p> <p>Yr 4 Demonstrate knowledge of Ancient Greece including Greek Life and achievements and their influence on the Western world.</p> <p>Yr3 Describe what life was like in the Stone Age, Bronze Age and Iron Age</p> <p>Yr4 Describe how past civilisations or lives of people in Britain developed during the Stone Age, Bronze Age and Iron Age.</p> <p>Yr 3 Describe some aspects of the Roman Empire and recognise its impact on Britain.</p> <p>Y4 Explain the causes and consequences of Roman invasion and migration into Britain.</p> <p>Yr 3 Describe some aspects of Britain's settlement by Anglo-Saxons and Vikings</p>	<p>Yr 3 Recognise that our knowledge of the past is constructed from different sources of evidence.</p> <p>Yr4 Recognise how sources of evidence are used to make historical judgements.</p> <p>Yr3 Describe some of the ways the past can be represented .</p> <p>Yr 4 Recognise why some events happened and what happened a result.</p> <p>Yr 3 Use sources to to address historically valid questions</p> <p>Yr4 Make deductions and</p>	<p>Yr3 Select and organise historical information to present in a range of ways.</p> <p>Yr4 Select and organise relevant historical information to present in a range of ways.</p> <p>Yr3 Discuss some historical events, issues, connections and changes.</p> <p>Yr4 Discuss significant aspects of and connections between different historical events.</p>	<p>The achievements and influences of the ancient Greeks on the wider world include the English alphabet and language; democracy, including trial by jury; sport and the Olympic Games; the subjects of mathematics, science, philosophy, art, architecture and theatre.</p> <p>Dates and events can be sequenced on a timeline using BCE or CE. CE dates become larger the closer they get to the present day. BCE dates become larger the further away they get from the present day. The year 0, AD marks the birth of Christ in the Gregorian calendar. Know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day Understand how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world.</p> <p>The lives of people in the Stone Age, Bronze Age and Iron Age changed and developed over time due to the discovery and use of the materials stone, bronze and iron. These developments made it easier for people to farm, create permanent settlements and protect their land. To know the work of an archaeologist is based on finding evidence and forming hypotheses based on what is known about human life today eg food, homes, clothing, rituals</p> <p>To know that people in the past used whatever they had at their disposal to leave their mark. The stone age people recorded the animals they hunted and events from everyday life. These cave pictures have survived because they were protected from the elements in caves where prehistoric man took shelter.</p>

across different time periods		<p>Yr4 Describe some aspects of Britain's settlement by the Anglo Saxons and the Vikings, giving reasons for the invading and settling</p> <p>Yr 3 Describe the impact of Peter Hesketh's vision for Fleetwood and its development as a new town.</p> <p>Yr 4 Describe and explain the impact of Peter Hesketh's vision for Fleetwood and its development as a new town.</p>	<p>draw conclusions about the reliability of a historical source or artefact.</p> <p>Yr 4 Identify historically significant people and events in different situations</p>	<p>Change over time can happen slowly or very rapidly and are affected by the desire for people to change their beliefs, availability of resources and technologies, and social and economic circumstances.</p> <p>A profile of a leader can include their significant achievements, the events in which they played a part, the opinions of others about the person and the positive or negative consequences of their actions.</p> <p>Key changes and events of historical periods can be placed on a timeline, such as the dates of changes in leadership, key battles and invasions, achievements, scientific developments and deaths.</p> <p>From AD 600 onwards, the permanent settled population of Britain, a mixture of the indigenous people and the invading Saxons, became known as Anglo-Saxons</p> <p>The Viking Age in Britain began about AD 793 and lasted over 200 years. Bands of fierce raiders began to once again attack England's shores just like the Anglo-Saxons had done 400 years before.</p> <p>Anglo-Saxons and Scots from Ireland invaded Britain to fight and capture land and goods because the Romans had left. Anglo-Saxons also wanted to find farmland after flooding in Scandinavia. They wanted to make new homes and settlements and eventually settled in kingdoms, first across the south-east and eastern England and then across the whole country. These kingdoms later became the counties of Kent, Sussex, Wessex, Middlesex and East Anglia</p> <p>The Viking invasion and Anglo-Saxon defence of England led to many conflicts. In AD 878, the Anglo-Saxon king, Alfred the Great, made peace with the Vikings, who settled in Danelaw in the east of England. Over time, the Anglo-Saxons defeated the remaining Viking rulers and the Vikings in England agreed to be ruled by an Anglo-Saxon king.</p>
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UKS2 Skills Progression	Chronology	Vocabulary	Events, people and changes	Interpretation, Enquiry and using sources	Communication	Knowledge
	<p>Yr5 Use dates and appropriate historical terms to sequence events and periods of time.</p> <p>Yr 6 Use dates and a wide range of historical terms when sequencing events and periods of time.</p> <p>Yr5 Identify where people, places and periods of time fit into a chronological framework.</p> <p>Yr6 Develop chronologically secure knowledge of the events and periods of time studied.</p> <p>Yr5 Describe links and contrasts within and across different periods of time including short-term and long-term time scales</p> <p>Yr6 Analyse links and contrasts within and across different periods of time including short-term and long-term time scales</p>	<p>Yr5 Use appropriate vocabulary when discussing and describing historical events.</p> <p>Yr6 Use appropriate vocabulary when discussing and explaining historical events.</p>	<p>Yr 5 Demonstrate some knowledge of an aspect or a theme in British history that extends their chronological knowledge beyond 1066</p> <p>Yr 6 Demonstrate knowledge of an aspect or a theme in British history that extends their chronological knowledge beyond 1086.</p> <p>Yr5 Describe some of the greatest achievements of mankind.</p> <p>Yr 6 Describe some of the greatest achievements of mankind and explain why they are important.</p> <p>Yr 5 Demonstrate some in depth knowledge of the Ancient Egyptian civilisation.</p> <p>Yr 6 Demonstrate more in depth knowledge of the Ancient Egyptian civilisation.</p> <p>Yr5 Describe and compare some of the characteristic</p>	<p>Yr.5 Use a wider range of sources as a basis for research to answer questions and to test hypotheses.</p> <p>Yr.6 Regularly address and sometimes devise historically valid questions and hypotheses.</p> <p>Yr5 Recognise how our knowledge of the past is constructed from a range of sources. Evaluate sources and make simple inferences.</p> <p>Yr5 Use relevant sources of evidence to support particular lines of enquiry.</p> <p>Yr.6 Give reasons for contrasting arguments and interpretations of the past</p> <p>Yr5 Describe the impact of historical events and changes.</p> <p>Yr.6 Recognise that some events, people and changes are judged as more significant than others.</p>	<p>Yr5 Choose relevant ways to communicate historical findings.</p> <p>Yr 6 Choose the most appropriate way of communicating different historical findings.</p> <p>Yr5 Construct responses to historical questions and hypotheses that involve selection and organisation of relevant historical information including dates and terms.</p> <p>Yr6 Construct informed responses to historical questions and hypotheses that involve thoughtful selection and organisation of relevant historical information including appropriate dates and terms.</p>	<p>Key aspects of British history include the rise, fall and actions of the monarchy; improvements in technology; exploration; disease; the lives of the rich and poor and changes in everyday life.</p> <p>Decisions can be made for a variety of reasons, including belief, lack of options, cultural influences and personal gain. Decisions are influenced by the cultural context of the day, which may be different to the cultural context today, and should be taken into account when making a judgement about the actions of historical individuals. Questions can be used to evaluate the usefulness of a historical source. Examples include 'Who created the source? Why was the source created? Does the source contain any bias? When was the source created? Is the source similar to others made at the same time? Does the source contain any information that is untrue?'</p> <p>Significant people, events, discoveries or inventions can affect many people over time. Examples include the invasion of a country; transfer of power; improvements in healthcare; advancements in technologies or exploration.</p> <p>Punishments varied greatly from transportation to hanging, hard labour, imprisonment and fines. Just picking a pocket or two could see you in the gallows!</p> <p>Steam driven inventions included Newcomen Steam engine. Watts Steam engine , The locomotive, The modern factory Henry Bessemer's method of converting iron into steel was pivotal to Britain's status as a ship building nation. A great achievement or discovery may be significant because it affects the lives of other people or the natural world; moves human understanding forward; rights wrongs and injustices or celebrates the highest attainments of humans</p> <p>War can cause damage to buildings and property; kill, injure and oppress people or change people's beliefs, ways of life and identity.</p> <p>Timelines demonstrate the chronology and links between key civilisations, events and significant inventions in world history</p>

			<p>features and achievements of the earliest civilizations including where and when they appeared.</p> <p>Yr6 Describe and compare many of the characteristic features and achievements of the earliest civilizations including where and when they appeared.</p> <p>Yr5 Demonstrate some understanding of significant historical events, people, and places in their own locality</p> <p>Yr6 Demonstrate a sound understanding of significant historical events, people, and places in their own locality.</p>		<p>Significant people, events, discoveries or inventions can affect many people over time. Examples include the invasion of a country; transfer of power; improvements in healthcare; advancements in technologies or exploration. significant events; the reign of Tutankhamun (1332–1323 BC), the unity of Upper and Lower Egypt (3000 BC) and the building of the Great Pyramid of Giza (2584 BC). The Rosetta stone was one of the most important elements in unlocking the "code" of Egyptian Hieroglyphics, making translation of the pictorial writing system possible .</p> <p>A pharaoh was the king or queen of Egypt. Famous pharaohs to find out about include Akhenaten, Ram II, Amenhotep III, Djoser, Khufu, Hatshepsut, Ramesses the Great, Narmer, Nefertiti and Cleopatra VII.</p> <p>The ancient Egyptian beliefs about the afterlife were very complex, and although aspects of it were recorded, the information we have isn't complete or consistent. Achievements are invention of paper, calendars, mathematics, quarrying, constructing buildings- temples and tombs, medicine and science.Art and farming techniques</p> <p>The characteristics of the earliest civilisations include cities, governments, forms of writing, numerical systems, calendars, architecture, art, religion, inventions and social structures, many of which have influenced the world over the last 5000 years and can still be seen in society today.</p> <p>There is debate about how to use the term 'Maya' or 'Mayan'. In academic use, 'Mayan' is restricted to referring to their languages; 'Maya' is the adjectival form used for non-linguistic aspects. We have followed this convention in our project, although when searching for online resources you may use either term.</p> <p>The census is a count of all people and households in the UK, which takes place every 10 years. It is the only exercise that provides a detailed snapshot of the whole population and is unique because everyone in the country answers the same questions about the same day.</p> <p>800 children were evacuated to Fleetwood from Salford Alleyn's Secondary school SouthEast London stayed at Rossall. Private school</p>
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Themed days

At Charles Saer Community Primary School, we teach History creatively, using 'Curriculum Maestro' units. Through this, History is taught either as a cross-curricular link or as a focus topic, following the National Curriculum (2014) programmes of study. We believe that topic based learning makes learning purposeful and relevant for our children, which in turn increases motivation and enjoyment of learning. We introduce each topic with a 'WOW' day to hook the children. This could be using the school grounds to take part in a role play eg invasion by the Roman Army, a WW2 evacuation experience day or a medieval entertainment day.; our aim is to inspire our children and make them curious about their future topic.

Coverage

If a topic is heavily History based, History lessons could be blocked and children might spend 6/7 afternoons working on History skills for that half term. If a topic is heavily Science or Geography based, for example, children might not learn History that half term. Over the course of the 2 year cycle, children will cover all skills outlined in the National Curriculum (2014).

Impact

We assess children's work in history by making informal judgements as we observe them during each history lesson. Each lesson starts with a question and time is left at the end of the lesson for children to respond to it orally or in writing. Assessment techniques in History may include: observations of pupils work/questioning, pupils discussions or oral presentations of their work, pupils written, pictorial or graphical work and structured worksheets. On completion of a piece of work, the teacher marks the work and comments as necessary.

At the end of a unit of work, the teacher makes a summary judgement about the work of each pupil(if they have yet to obtain, met or exceeded the unit objectives). We use this as a basis for assessing the progress of the child at the end of the year, based on their understanding and application of the content of the National Curriculum (2014). Progress and attainment is reported to parents through parents evenings and end of year report. Records of the children's progress are passed onto the next teacher and any skills that need more reinforcement are identified. These records help to inform future learning.

The history subject leader keeps samples of children's work in a portfolio. These demonstrate what the expected level of achievement is in history for each age group in the school.

Curriculum

EYFS (EYFS Curriculum)

The Foundation Stage deliver History content through the 'Understanding of the World'- People and communities: strand of the EYFS curriculum. This involves guiding children to talk about past and present events in their own lives and in the lives of family members. They know that other children don't always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions. They are assessed according to the Development Matters attainment targets.

Key Stage One (National Curriculum 2014)

The principal focus of History teaching in Key Stage One is to enable pupils to develop an awareness of the past, using common words and phrases relating to the passing of time. By the end of KS1, children 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.

Key Stage Two (National Curriculum 2014)

The principal focus of History in Lower KS2 is to enable pupils to 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. By the end of KS2, 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.

Teaching and Learning

We use a variety of teaching and learning styles in History lessons. Within our school, History is taught by individual class teachers, and takes place within the classroom, outdoor areas or on the playground/field or as part of a field trip . A variety of teaching methods are employed as appropriate, and History regularly involves the children working individually, in pairs and small groups or as a whole class. Teaching methods are wide ranging and incorporate different learning styles - visual, auditory and kinaesthetic. This is achieved through whole class teaching, individual and group enquiry, investigating artefacts and sources, formulating and answering questions and feeding back an individual or part of a group.

Special needs provision

At our school we teach history to all children, whatever their ability. History forms part of the school curriculum policy to provide a broad and balanced education to all children. Through our history teaching we provide learning opportunities that enable all pupils to make progress. We do this by setting suitable learning challenges and responding to each child's different needs. Assessment against the National Curriculum allows us to consider each child's attainment and progress against 'expected 'levels.

When progress falls significantly outside the expected range, the child may have special educational needs. Our assessment process looks at a range of factors – classroom organisation, teaching materials, teaching style, differentiation – so that we can take some additional or different action to enable the child to learn more effectively. This ensures that our teaching is matched to the child's needs. We enable pupils to have access to the full range of activities involved in learning History. Where children are to participate in activities outside the class, we carry out a risk assessment prior to the activity to ensure that it is safe and appropriate for all pupils.

Equal opportunities

All children have equal access to the History curriculum. All staff at Charles Saer Community Primary School are responsible for ensuring that all children, irrespective of gender, learning ability, physical disability, ethnicity and social circumstances, have access to the whole curriculum and make the greatest possible progress. Where appropriate, work will be adapted to meet pupils' needs and, if appropriate, extra support given. Work is differentiated and more able pupils will be given suitably challenging activities.

Health and safety

Children will be taught to handle artefacts safely and respectfully during practical activities and prior to Museum visits. This will be taught from a young age. Class teachers and teaching assistants will check Museum Loans Boxes and historical items to be handled and report any damage to the History subject leader, withdrawing dangerous or damaged items immediately. Risk assessments for visits to Museums and places of Historical interest will be undertaken in accordance with the school's visits policy.

British Values and SMSC

At Charles Saer Primary School we believe that a good history education supports the development of a good understanding of diversity; of the differences both within and between people. This is the basis of an understanding of History. By helping pupils to understand that people are different, and act in different ways, even in the same situation, we help to develop a feeling of respect and tolerance.

In History, pupils are challenged to think, what would I do in that situation? Would I do the same, or act differently? By also exploring causation ' –Why did they do that? – 'pupils also begin to think about the motives for actions – good or bad – and an understanding of difference that is crucial in understanding the 21st century.

Interpretations also show that it is perfectly acceptable to hold different views – as long as they are supported by reasoned evidence – of the same event or person.

Pupils 'moral development is enhanced through history by recognising the difference between right and wrong in historical situations and readily apply this understanding in their own lives and, in so doing, respect the civil and criminal law of England.

History fosters an understanding and acceptance of, and engagement with the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs; the pupils develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain.

Pupils 'cultural development is enhanced through history by an understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and that of others. It develops a knowledge of Britain's democratic parliamentary system and its central role in shaping our history and values, and in continuing to develop Britain.

Links with PSHE

History contributes significantly to the teaching of personal, social and health education. Pupils 'social development is enhanced through history by being able to cooperate well with others and resolve conflicts effectively through historical work and roleplay. Children develop self-confidence by having opportunities to explain their views on a number of social questions such as how society should respond to poverty and homelessness.

Homework

Parents and carers are involved with supporting their children with topic-based homework. History homework tasks are well communicated and have a clear purpose, often providing children with the means to research and explore a topic to support their classroom work. At the end of each topic, children display their work and parents are invited in to celebrate their achievements.

Monitoring and review

Monitoring of the standards of children's work and of the quality of teaching in history is the responsibility of the history subject leader. The work of the history subject leader also involves supporting colleagues in the teaching of history, being informed about current

developments in the subject, and providing a strategic lead and direction for the subject in the school.

Marie Barman
History co-ordinator
Next review date: