



**Alexandra Infants' and Junior**  
**School**

**History Policy**  
**Summer 2020**

Coordinator: Miss H Sutton

Coordinator: Miss C Vernon

## **Introduction**

This policy outlines the purpose, nature and management of the history taught at Alexandra Infants' and Junior School. History is a foundation subject within the National Curriculum. It is our record of what happened in the past and why. It involves children in studying men, women and children in different societies, cultures and countries at different times in the past. It encourages children to develop a curiosity for the past, which will help them to reflect on and understand their own place in the present. To allow children to become historians, the curriculum has been designed to help children gain a coherent understanding and the appropriate knowledge of Britain's past and that of the wider world. A key focus within the teaching of history is the correct use of historical terms.

Alexandra Schools understand that every child has the right to an education (as in accordance in with UNCR article 28). The teaching of History will fulfil the children's rights.

## **Aims**

**Our challenge curriculum is designed to:**

- Develop a sense of chronology and understanding how the past relates to the present.
- Foster an appreciation of changes over time, how events build on each other and causes and effects of significant events.
- Use questions to elicit children's thoughts and feelings and, where appropriate, use these ideas to lead learning.
- Enable pupil's to work both independently and co-operatively to research events from the past and to develop informed opinions.
- Develop the skills of enquiry, investigation, analysis, interpretation and problem solving.
- Encourage a rich use of language and communication skills.
- Inspire a lifelong love of learning, making links across the curriculum, with relation to themselves, their families, their local communities and the wider world, as appropriate to age, ability and aptitude.

For a complete overview of the aims for Key Stage 1 and 2 please refer to the National Curriculum document.

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/239035/PRIMARY\\_national\\_curriculum\\_-\\_History.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/239035/PRIMARY_national_curriculum_-_History.pdf)

## **Teaching and Learning: Curriculum and Organisation**

### **Foundation Stage**

In the foundation curriculum, children access an area of learning entitled 'Understanding of the World'. This forms the foundation for later work in history. History makes a significant contribution to the ELG objectives of developing a child's knowledge and understanding of the world. The Early Learning goal that links most closely to history is "Children talk about past and present in their own lives and in the lives of family members". Activities include examining appropriate artefacts (for example -the toys that their parents played with when they were children) or discovering the meaning of old and new in relation to their own lives.

By the end of the foundation stage, most children will:

- be able to talk about past and present events
  - for example - 'For Christmas/Eid/birthday I...', 'We went of a trip to...', 'Today we... Yesterday we...'
- develop a sense of past and its differences from the present
  - for example - 'When I was a baby... When I was in Nursery I could... Now I'm in Reception I can' and links made through traditional tales, for example the three pigs using a pot to cook on an open fire.

### **Key Stage 1 Curriculum**

In Key Stage One, History is taught through topics with key concepts that build on prior learning, make links to children's lives and across the curriculum.

Topics covered in Key Stage 1 include:

- Toys from the Past- key concept: chronology
- Reach for the Stars- key concept: significant individuals
- Travelling Near, Travelling Far: key concept: changes over time
- London's Burning- key concept: events beyond living memory
- The Potteries- key concept: local history
- Famous Queens- key concept: significant individuals

Further topic details can be found in the Skills Overview document.

## Key Stage 2 Curriculum

In Key Stage 2, History is taught through topics, with at least one/two history topics covered in a year. Throughout the year, there will be an overlap with Geography. Throughout the four years at Alexandra Junior School, children will be taught about:

- In relation to Britain; the Stone Age to the Iron Age, the Roman Empire, the Anglo Saxons and Scots, the Vikings to the time of Edward the Confessor.
- The earliest civilisations.
- Studies on local history, an aspect of British history beyond 1066, Ancient Greece, a non-European society such as Baghdad c. AD 900 and another ancient civilisation.

For further details of a KS2 approach please see the Intent and Implementation document.

## Planning

We have designed our History curriculum to engage, inspire and meet the needs of our pupils in accordance with the guidance given by the National Curriculum. We ensure that the topics studied in History build upon concepts, skills and subject knowledge of prior learning. The children access a range of visits, visitors and wow events to launch or apply learning in different contexts. We offer opportunities for children of all abilities to develop their skills and knowledge in each unit, and we ensure that the planned progression built into the scheme of work offers the children an increasing challenge as they move throughout the key stages. We use questions and challenges to enable our more able pupils to develop their understanding and critical thinking to extend their understanding of the impact of historical events on the world.

A Medium term plan is prepared for each topic covered and outlines the key skills to be covered, an overview of the activities planned for and details of key vocabulary to be explicitly taught. This may also include cross-curricular links, visits to places of interest and visitors into the school. The plans are a working document and as such can alter at any time during teaching and are reviewed and updated regularly.

## Learning Recovery (KS2)

In light of missed learning due to COVID 19, recovery provision has been planned for and is detailed in specific year group catch up plans. These have been formulated through collaboration of SLT, subject leaders, teachers and across the Key Stage with the feeder Infant School. These plans will be reviewed, modified and RAG rated regularly to inform future teaching & learning. For further detail please see each year group's separate plans.

## Assessment

Assessment tasks form part of the planning sheet and this is then carried out in a variety of ways:

### 1) Informal assessment

Listening to the children is an important way of assessing what they really understand and may identify misconceptions to aid future planning.

This form of assessment can take place:

- i) Between teacher and child in private conversation
- ii) Between children in a group
- iii) Between teacher and class

### 2) Formal assessment

This takes place when a teacher decides to give children a task in which the teacher will mark the work and comments given where necessary.

## Assessment at Alexandra Junior School

### Formative assessment

Assessment is an integral part of every subject. The children are continuously assessed before, during and after the lessons. After each lesson, the children will be assessed using an 'I can' statement. This will be shown on the appropriate page in the floor book. The children will be RAG rated on how they have achieved the particular knowledge or skill they have been working on. Green will show that the child has achieved ARE within that lesson. If the name is not coloured, then that means that they are not working at ARE. The word 'absent' will be put next to the name if the child was away during the lesson. This assessment will inform a teacher's judgement as to whether they

are age related at the end of the unit. Any of the 5Es that are relevant to the lesson will be noted next to the learning objective on the 'I can' statement.

### Summative assessment

At the end of a unit, the teacher will fill in an assessment grid which will assess the children based on the outcomes from the entire unit. Retention of knowledge is supported through a range of mini quizzes revisited regularly.

### Inclusion

At Alexandra Infants' and Junior School, it is our belief that all children have an equal right to a broad and balanced curriculum, which enables them to meet their full potential. Through our teaching, we provide learning opportunities that enable all pupils to make good progress. We strive hard to meet the needs of those pupils with special educational needs, those with disabilities, those who are deemed more able and talented and those learning English as an additional language, and we make all reasonable adjustments to achieve this. For further details, see separate policies: Special Educational Needs; SEND Information Report; Equality policy and scheme; Able and Talented; English as an Additional Language (EAL).

As a school, we strive to ensure that all children, staff and members of our school community are treated fairly and equally. All children have equal rights to access all areas of the curriculum, regardless of race, gender, religious beliefs, sexual orientation and disability. Within this subject area, the Senior Leadership Team (SLT) and all staff endeavour to provide the appropriate provision for this to occur. This policy follows the guidelines and practices that are stated and outlined in Alexandra Infants' and Junior Schools Equality Scheme. Please see this policy for further detail.

### Evaluation

This policy document will be reviewed annually.

Reviewed: July 2020