



Work Together
Love to Learn
Reach for the Stars!

NEWPORT PRIMARY SCHOOL
HISTORY POLICY

Signed:

Name: Mr Jimmy Sykes

Position: Chair of Governors

Signed:

Name: Ms Deborah O'Connell

Position: Headteacher

Updated: April 2020

To be reviewed by Governors: April 2022

Core Principles:-

History has always been held in very high regard at Newport Primary School. The school itself is a beautiful Victorian building dated from 1880 and has great history in our village and community. The village, community and the historical context of the canal and industries of the past are valued highly and help the children to understand what is unique about their surroundings and the development of the village over the years.

Following the statutory guidance, Newport School aims to ensure that all pupils: Gain a coherent knowledge and understanding of Britain's past and that of the wider world which helps to stimulate pupils' curiosity to know more about the past.

We hope to foster a love of the subject and perhaps even develop some future historians.

Aims:-

- ☐ To help understand the present in the context of the past.
- ☐ To arouse interest in the past and a love of finding out about it.
- ☐ To gain a coherent knowledge and understanding of Britain's past and that of the wider world.
- ☐ To cover statutory areas of the National Curriculum whilst also allowing creativity.
- ☐ To make strong, meaningful links with other curriculum areas.
- ☐ To give our pupils key historical knowledge and skills.

Objectives:-

The overall objective has been to design a course of History which facilitates the acquisition of the skills of historical research and study. We strive, however, to do this whilst also being creative and fostering a love of learning about the past. Knowledge and understanding will be gained through research and study of periods of History as defined by the National Curriculum. We aim to use the local area and people as well as museums and experts to support our learning about the past.

Organisation

A separate, concise document explains the building of skills and knowledge from EYFS to Year 6, and a

EYFS

KS1

KS2

Teaching and Learning Strategies

Creative and dynamic teachers are confident in planning extensive opportunities for learning outside the classroom and this is embedded in everyone's practice. Regular visits, trips and residentials and walks in our local area ensure that we fully utilise every opportunity or experience to achieve the desired outcomes.

History is taught in a variety of ways within each year group – as class lessons, in groups, in pairs and individually. Wherever possible primary or secondary sources of Historical evidence are used for study. Children are taught, as they get older, some simple significances and reasons for the different versions of the recount of historical events (perspective, empathy, opinion for example).

Differentiation and SEND

Great consideration is given to how to nurture some learners whilst providing challenges for the greater depth learners, and layered learning objectives so all children can be challenged.

Differentiation will primarily be an open ended task, or the provision of material from earlier or later key stages, or by outcome to enable individual pupils to progress and demonstrate achievement.

Assessment

Assessment before the start of a study unit (often in the form of a mind map) provides the teacher with a starting point as well as areas of interest to the children. Medium term plans detail where pupils will be able to direct their own historical enquiry. Work is assessed at the end of each study unit using the 'I can' statements and in discussion with the children.

Reporting

History progress is reported on the Summer term written report and at parent/teacher interviews each term.

Links with Other Subjects

When each class covers a History unit some Literacy lesson writing is linked to the study unit; this will include a variety of genres of writing such as :- Description, Narrative, Poetry, Report, Recount, Sequencing, Diary entry, Play scripts, Interviews and Persuasive writing.

The class text for the term is almost always linked to the history topic eg Anglo Saxon Boy. Links are also made with other areas of the curriculum where appropriate. Art, DT, Geography, ICT and Drama seem to lend themselves particularly well.

The Role of the Co-ordinator

- ☐ To monitor the school curriculum planning, delivery and achievements in History.
- ☐ To monitor appropriate assessment arrangements.
- ☐ To keep up to date with recent curriculum innovations and relevant research and advise colleagues appropriately.
- ☐ To attend relevant INSET courses.

- ❑ To co-ordinate the purchase and borrowing of history resources and be responsible for their organisation,
- ❑ To support colleagues as appropriate.

Resources

Resource Boxes include material for the HSU's to be studied. These include new books, posters, photocopiable material and dvds.

Library Books are available from our own school collection and on loan from East Riding School Library Service.

Artefact Boxes. These are borrowed from Hull University (all areas of history) or Danelaw Living History (British History).

Visits, Visitors and Events Ideas

We believe that history is an area of the curriculum that really comes alive through relevant visitors or visits.

We aim to encourage members of our own locality to work with the children on relevant history wherever we can, eg Barrie Sanderson.

We invite in historical experts to enhance our learning, eg the team from Danelaw Living History (based in York).

In addition, we organise historical visits to such as:

Skidby Mill,

Sewerby Hall, Bridlington,

Conisborough Castle.

Hull Museum (Egyptians),

Eden Camp, Malton (WWII),

Jorvik Centre (Vikings),

Street Life and Museum of East Riding, Hull. (Transport, life since 1930, Romans, Civil War, prehistory and more!).

Danelaw Living History at Murton Park (Prehistory, Romans, Vikings, Saxons, WW₂).

In addition, History often features heavily in our residential visits and this builds on the knowledge learnt in class. History is often also woven into our regular Rota Days.