

# History Policy



## ACORNS PRIMARY SCHOOL HISTORY POLICY

Acorns School is a primary special school for children with generic learning difficulties - this includes: severe learning difficulties, profound and multiple learning difficulties, visual and hearing impaired and children with Autistic Spectrum Disorder. Some pupils also exhibit challenging behaviour. The school is situated in Preston, Lancashire.

### **Aims**

History offers opportunities:

- To help pupils develop a sense of personal identity through learning about experiences related to themselves and their ability to recall them.
- To offer pupils the opportunity to develop an interest in and curiosity about their personal history alongside understanding about events in the world and what shapes them.
- To gain awareness of the past, how people lived in other times and how those times were different from today.
- To develop a sense of context to situations and events.
- To increase awareness of the world.
- To develop observational skills.
- To develop skills of enquiry and analysis using information and evidence from a range of sources to find out about the past.

In response to these opportunities, pupils can make progress in history by:

- Increasing the breadth and depth of their experiences and knowledge.
- Moving from studying the familiar to the less familiar, e.g. from the recent past to the distant past.
- Gaining an increasing awareness of historical concepts such as the reasons for and the results of past events.
- Demonstrate a greater proficiency in the use of historical skills.
- Communicating knowledge and understanding in a variety of ways with increasing accuracy

## **Rationale/Purpose of Study**

At Acorns we offer pupils of all abilities the opportunities to experience, explore and develop an interest in the past of Britain and that of the wider world. In developing their interest and awareness in the past it may help to promote an understanding of people's lives, the process of change, diversity and relationships, and challenges of the present. We strive to deliver history to all pupils in ways which are relevant, meaningful, motivating and above all fun!

## **Curriculum and School Organisation**

The Acorns History Curriculum has been tailored to Acorns Primary School, using the National Curriculum Programmes of Study to provide activities which are differentiated appropriately to meet the needs and ages of the pupils, thereby ensuring progression as they move through the school.

In the Early Years / Foundation teaching is based on the Early Years/Foundation Stage and ensures that all pupils are working towards the Early Learning Goals for an historical awareness of the past.

## **Class Organisation and Teaching Styles**

The class teacher is responsible for the delivery of history in their class following consultation with and/or guidance from the History Subject Leader.

The teacher delivering the lesson provides a balanced approach to the teaching of history using a combination of whole class group and individual work. The teacher is responsible for the planning and delivery of these activities ensuring the work is differentiated work to meet all abilities.

The subject is also reinforced via cross-curricular means.

## **Subject Content**

KS1: Pupils should develop an awareness of the past, using common words and phrases (or signs) relating to the passing of time. They should begin to develop a sense of chronology and understand some of the ways in which we find out about history. Pupils should be taught about: changes in living memory; significant events beyond living memory; the lives of significant individuals in the past and significant events, people or places in their locality.

KS2: Pupils should be taught about:

- Changes in Britain from the Stone Age to the Iron Age.
- The Roman Empire and its impact on Britain
- The Anglo Saxons

- The Vikings
- The Norman Conquest
- A local history study
- A study of an aspect or theme beyond 1066
- Achievements of early civilisation
- A contrasting non-European society
- Ancient Greece

## **Planning**

The class teacher uses an overview of topics, knowledge and skills drawn from the DFE History Key Stages 1 and 2 Programmes of Study to guide and inform their planning. Targets are set appropriate to the needs and ages of the pupils and evaluated at the end of a topic/module. The subject leader is responsible for ensuring that the topics, knowledge and skills are covered within a Key Stage and that progress through the Key Stages is accomplished by following the Acorns schemes of work.

## **Assessment and Recording**

Ongoing assessment through teacher observation and daily/weekly recording of pupils' work informs evaluation of the termly targets and future target setting. Pupils' work is annotated and next steps are added. Teachers use the information contained in the termly assessments with regard to pupil's achievements and progress in this subject to inform them for core subject assessments using 'B Squared' and 'Routes for Learning' at the end of each term, and this is reported to parents via parents' evenings, reviews and school reports.

## **Resources and Accommodation**

A range of history resources, materials and books is available from the History Subject Leader or in the history cupboard.

## **Monitoring and Evaluation**

It is the responsibility of the class teacher/history teacher to monitor and evaluate pupil progress.

It is the responsibility of the History Subject Leader to: -

- Keep under review and make suggestions for the updating of the history equipment.
- Research the range of history materials appropriate to the needs of the pupils at Acorns School.

- Liaise with the Headteacher, Deputy Headteacher and staff regarding the development of the teaching of History.
- Make a contribution to the school development plan.
- Review on a regular basis the provision of history at Acorns School in line with new Government initiatives.

The History subject leader may be released from his/her classroom in order to work alongside other teachers. This enables the subject leader to:

- Support the teacher in the delivery of their history sessions.
- Monitor and evaluate the quality of history throughout the school.

Opportunities for teachers to review the history schemes of work, policy and equipment are given during staff meetings.

### **Reporting To Parents**

Parents are welcome to discuss their children's work with the class teacher. A Parents' evening is held in the Summer term. This enables parents to discuss their child's achievements and progress. Each child has an Annual Review to which parents are invited to discuss their child's achievements and progress and to contribute to the setting of Annual Review Targets. Parents receive a Spring and an End of Year Report detailing the work covered by each pupil and the attainment specific to their son/daughter. Parents also have access to a monthly newsletter on the school's website and a yearly personalised photograph CD, in which some history activities may be documented.

### **Equal Opportunities**

Multi-cultural aspects of history are covered within the history curriculum and addressed within other curricular areas whenever relevant. The whole school policy on Equal Opportunities will be adhered to in all historical activities.

### **Homework**

It is our school policy to provide parents and carers with opportunities to work with their children at home. These activities may only be brief but are valuable in promoting children's learning in the subject. Activities, appropriate to the needs and ages of the pupils, are sent home as appropriate. These may be in the form of written pieces, sensory activities, research, use of websites, discussions and other activities, depending on the individual child's needs.

Autumn Term 2017 (to be reviewed at the start of each academic year)

## Acorns History Curriculum

<b>Year Group</b>	<b>Pupils should be taught:</b>	<b>Key Vocabulary</b>	<b>Focus Areas</b>	<b>Activities and ideas</b>
<b>1</b>	<p>Changes within living memory.</p> <p>Events beyond living memory, both nationally and globally.</p>	Before, after, past, present, then, now.	<p>Florence Nightingale</p> <p>George Stephenson</p> <p>Pocohontas</p> <p>Beatrix Potter</p> <p>Preston Guild</p> <p>Bonfire Night</p>	<p>Role play areas, dressing up, listen to relevant music, read stories, visit local areas of Preston representing the Guild, bonfire art work, make a guy, and create poems.</p>
<b>2</b>	<p>Lives of significant individuals in the past who have contributed to national and international achievements.</p> <p>Significant historical events people and places in their own locality.</p>		<p>Mary Anning</p> <p>Sir Tom Finney</p> <p>Mary Seacole</p> <p>LS Lowry</p> <p>Christopher Columbus</p> <p>Neil Armstrong</p> <p>The Wright Brothers</p> <p>Great Fire of London</p>	<p>Visit Tom Finney 'splash' sculpture, make own sculpture, dressing up, Lowry based art work, play with boats, make own boats, look at the globe, make a spaceship/space suit, 3D moon craters, make paper planes, sing songs relating to Great fire.</p>

3	Changes in Britain from Stone Age to Iron Age		Late Neolithic hunter-gathers and early farmers	Homes, foods, Skara Brae
			Bronze age	Religion, technology & travel – inc Stonehenge
			Iron age	Hill forts: tribal kingdoms, farming, art and culture
	The Roman Empire and its impact on Britain		The Romans – including Julius Caesar	Roman shopping basket – now and then, towns and villages in Lancashire, invasions, schooling, Hadrian's wall, culture and beliefs.
	A study of Greek life		Ancient Greece – achievements and influence on the western world	Olympic games – now/then, decoration of pottery, myths and legends, Greek gods, daily life.

<b>4</b>	<p>Britain's settlement by Anglo-Saxons and Scots.</p> <p>The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor.</p> <p>The Norman conquest and Norman rule.</p>	<p>Specific vocabulary relating to each area will be identified on individual lesson plans</p>	<p>Roman withdrawal from Britain</p> <p>Scots invasions from Ireland to North Britain (Scotland)</p> <p>Anglo-saxons invasions</p> <p>Christian conversion</p> <p>Viking raids and invasion</p> <p>Alfred the Great</p> <p>Anglo-Saxons laws and justice</p> <p>Edward the Confessor</p> <p>The Domesday Book</p> <p>Feudalism</p> <p>Norman culture</p>	<p>Daily life, art, cooking, tools, place names and village life, culture, transport, Alfred the Great and the burnt cakes, Lindisfarne priory and Offas Dyke, Wodin and Thunor.</p> <p>Architecture, culture, Bayeux Tapestry, castles – Motte and Bailey, visit Clitheroe castle, feasts including the use of acrobats, jesters and players.</p>



	Plantagenet rule in the 12th and 13th centuries		<p>Developments in the reign of Henry II</p> <p>Thomas Becket</p> <p>Magna Carta</p> <p>De Montfort's Parliament</p>	<p>Costumes and fashion – t-shirt printing using original techniques, wattle and daub huts, the use of cogs, theatre – plays based on bible stories, early sanitation.</p>
5	<p>Life in the 14th Century</p> <p>The Later Middle ages and the early modern period.</p> <p>The Tudor period</p>	<p>Specific vocabulary relating to each area will be identified on individual lesson plans</p>	<p>The Black Death</p> <p>The Peasants' Revolt</p> <p>Chivalry</p> <p>Chaucer and the revival of learning</p> <p>Wycliffe's Bible</p> <p>Caxton and the introduction of the printing press</p> <p>The Wars of the Roses</p> <p>Warwick the Kingmaker</p> <p>Religious strife and Reformation in the reigns of Henry VIII,</p>	<p>Invention of knitting, the aftermath of the black death – symptoms and control.</p> <p>The use of falconry, pressed metal work, princes in the tower, origins of nursery rhymes, War of the Roses – Lancaster and the Tudor Rose – symbolism used then and now.</p> <p>The Armada, Raleigh Drake explorers, Shakespearian times and plays,</p>



			following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China.	books/projects based on the chosen area, write poems, write and perform play to depict key events.  Look at art work, foods, clothing, homes etc and compare with Britain today and possible one other period time.
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