

# St Cyprian's Greek Orthodox Primary Academy



## History Policy

Revised: July 2014

Reviewed and ratified by Full Academy Trust:

Date: 10 / 7 / 14

Signed: *A Tallis*

Name: A Tallis

Position: Chair of Education

## Mission Statement

The aim of St Cyprian's Greek Orthodox Primary Academy is to provide its children with primary education of the highest quality in a supportive learning environment through the National Curriculum in core subjects enriched by the progressive teaching of the Greek language and Christian Orthodox religion.

The children will be equipped with the knowledge, skills and spirituality to enable them to achieve their full potential and prepare them for transition to secondary education and to contribute positively to the challenges of a diverse multicultural society.

## Principles

The aims of history teaching here at St. Cyprian's is to stimulate the children's interest and understanding about the life of people who lived in the past. Through this they learn to value their own and other people's cultures in modern multicultural Britain and, by considering how people lived in the past, they are better able to make their own choices today. We teach children to understand how events in the past have influenced our lives today; we also teach them to investigate these past events and, by so doing, to develop the skills of enquiry, analysis, interpretation and problem solving.

## Aims

- To help children develop historical knowledge and understanding.
- To understand the present in the context of the past and to develop an understanding that enables them to enjoy all that history has to offer.
- To help pupils develop a sense of chronology.
- To help pupils interpret history using a variety of sources.
  
- To promote the skills of enquiry through sequencing, investigation, awareness of points of view, observation, role play, research, evaluation and presentation.
- To enrich and support other areas of the curriculum.
- Pupils will be introduced to the ideas about using evidence.

## History Planning

We use the new national curriculum for History as a guide for our curriculum planning in history. We ensure that there are opportunities for all children to develop their skills and knowledge in each unit. Teachers decide when to teach the study units for their year groups. The teaching approach in Key Stage 1 will be to integrate these topics strongly into everyday teaching and learning through cross curricular links.

In the foundation stage they use the Early Years Foundation Stage (EYFS) as an integral part of topic work covered over the year. History at Foundation stage has three broad areas of approach. The passage of time (chronology) change over time (places, objects, buildings) and personal history. History makes a significant contribution to the EYFS objectives and of developing a child's understanding of the world. This is achieved through activities such as dressing up in historical costumes, looking at pictures and stories of famous people in history or discovering the meaning of new and old in relation to their own lives.

The experiences and skills developed in EYFS and Key stage 1 are further built on in Key stage 2. Children learn to present their work in a range of ways and use specialist vocabulary and techniques. Opportunities will be provided for children to share their knowledge and understanding in History through skills learned in Literacy and ICT and also through oral work and Drama. Teachers use the school's Foundation Subject Curriculum map and are encouraged to make cross-curricular links where possible.

Considering opportunities for Learning outside the classroom (LOC) is an important part of the planning process. Children will have access to a range of sources such as visits to, historic buildings, museums and sites and History theatre workshops.

In Year 1, children gain an overview of the period, thinking about what buildings existed in ancient Greece, and what makes them unique.

In Year 2, children compare school life then and now, and begin to learn how we know these things.

In Year 3, children learn about every day life in ancient Greece.

In Year 4, children think about work and leisure in ancient Greece.

In Year 5, children learn about the government states and in Year 6, they learn about ancient Greek wars and warfare.

### Differentiation

The varying needs and abilities of the children will be catered for through tasks differing in difficulty and outcome and work will be catered for within whole class/group or individual work. Appropriate strategies will be used for the very able and those with special educational needs.

### Assessment and Record Keeping.

We assess children's work in history formatively through teacher observation, small group discussions and questioning about the tasks. All class teachers have 'I can' statements for each topic which are used for formative assessment.

### Role of History Co-ordinator

It is the role of the co-ordinator to monitor and evaluate the History curriculum throughout the school

We monitor and evaluate in the following ways.:

- Audit of class teacher and students' knowledge and attitudes
- Lesson observations

The Co-ordinator also maintains History topic boxes with a range of teaching resources which are regularly audited and updated.

### Equal Opportunities

We are committed to providing a teaching environment conducive to learning. Each child is valued, respected and challenged regardless of race, gender, religion, social background, cultural or disability.

**Date of next review: September 2016**

