

Stanford in the Vale CE Primary School

History Policy

April 2016

At Stanford we use a creative, topic based curriculum and because of this the relevance of history is not limited to its own discipline but is enlivened by its links with, for example, geography, art, literacy, music and RE. Part of Stanford school is Victorian and the school is at the heart of an ancient village in an area rich in history. This is a CE school which enjoys strong links with its 12th century church. The school works with the local old people's home. History is therefore very much alive in Stanford School.

Through the study of History we aim to give our children:

- Curiosity, interest and respect for the past
- An understanding of how this past affects the present
- A thorough understanding and knowledge of the history of Stanford so that they feel a pride in its past and a responsibility for its future
- A good understanding of the rich history of the local area eg; Wantage, White Horse Hill, The Ridgeway, Swindon and the international significance of Oxford
- First hand, real experience of the above by ensuring children go out frequently around Stanford and regularly further afield
- Experience of and respect for the histories of local people both alive and dead
- Knowledge of famous people in the area who have made useful and aspirational contributions to our lives
- Knowledge of, and at least one in depth study of, different periods in history
- Good historical skills such as researching, analysing, interpreting, presenting and working both co-operatively and independently

Planning

Overall planning for history is based on the skills as detailed in the National Curriculum and on a list of specific focuses decided as a school. In Foundation early history skills are covered within the Understanding the World Area of Learning.

Termly planning (3 times a year) is based on a topic which takes into account the interests of the children and a balance of curriculum areas. In KS2 the topic choice is to an extent dictated by the required areas of learning stated in the National Curriculum. The following topics are therefore taught;

Y3	Changes in Britain from the Stone Age to the Iron Age The Roman Empire and its impact on Britain. A local history study
Y4	Britain's settlement by Anglo-Saxons and Scots Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor A local history study
Y5	The achievements of the earliest civilizations The life and achievements of Ancient Greece and their influence on the western world
Y6	An aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 A non-European society that provides contrasts with British history

A list of the other, more general, history objectives which have also been covered is passed on at the end of the year so that the next teacher can assess what still needs to be taught.

Weekly planning details the progress of key outcomes into which history is integrated

Throughout the planning of historical activities consideration is always given to the significance of social, cultural, religious and ethnic diversity. Opportunities are

found to reflect on these values and attitudes and to compare with those of the past.

Assessment and Monitoring

Stanford uses Classroom Monitor's National Curriculum objectives for history assessment.

The history co-ordinator checks progress using this generally and specifically on 3 tracked children, one from each of the ability groups.

The co-ordinator also monitors children's work through taking in their books, looking at displays and observing lessons.

Resources

The school actively encourages trips and, in line with our inclusion policy, will cover shortcomings in funding these. There is excellent museum provision within a 20 mile radius of the school for example in Wantage, Swindon, Oxford and Newbury.

Each child has parental permission to walk around the village and this is renewed yearly.

Every child has an age relevant timeline in their topic book. This is used throughout the year to sequence events from all areas of the curriculum.

A very good stock of history information texts is available in the library and can be taken out by both children and teachers.

In the resources room there is a valuable collection of original documentation from Stanford's past including school log books.

In the same room there is also a diverse and interesting stock of artefacts, costumes, posters and models housed in subject area boxes.

In the resources room there is a good collection of teachers' resource texts.

ICT resources, other than the Internet, include Espresso.

Naomi Scott
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