

# The Levett School



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Positivity | Determination | Reflection | Integrity

## History Policy

<i>Policy agreed by Governors on:</i>	31/01/2023
<i>Review date for Governors:</i>	October 2022
<i>Allocated Group/Person to Review:</i>	Sara Rook
<i>Agreed frequency of Review, by allocated person:</i>	Every Year
<i>Last Review date:</i>	21/07/2022

Lower School, Melton Road, Sprotbrough, Doncaster, DN5 7SB  
Upper School, Landsdowne Road, Intake, Doncaster, DN2 6QN

## **Statement of intent**

It is the intention to engage every pupil to understand that history is about who we are and why we are the way that history is not just about studying the past but understanding how it can prepare us for the future. The Levett School study of History is rooted in the school's fundamental core values; positivity, determination, integrity and reflection so that what is delivered within lessons has a clear link to day-to-day life, locally and nationally.

At Levett Historians, we want the pupils to understand what their local area has to offer them and how Doncaster played a vital role throughout History. This will be achieved through studying its past, its achievements and the people that it nurtured as well as visiting the site of historical importance such as the Mansion House, the Racecourse and the Norman Castle at Conisborough.

The History curriculum is designed to be fully inclusive for every pupil through careful differentiation and support, to provide every pupil with an opportunity to develop a passion and lifelong love of History.

## **Aims**

To help pupils develop a sense of identity through learning about their family, the development of their community, Britain, Europe and the world.

To introduce children to what is involved in understanding and interpreting the past.

To develop a range of skills necessary for historical enquiry and interpretation.

To arouse an interest in the past and an appreciation of human achievement.

To understand the present in the light of the past; the influence that events in the past have in shaping the present.

To develop children's knowledge and understanding of major issues and events in the history of their own country and others.

To acquire a chronological structure and language in order to provide a frame-work for understanding the past.

To understand the difference between the past and present and that people of other times and places may have held different values and attitudes from ours.

To enrich other areas of the curriculum.

## **Key Stage 1**

The curriculum at Key Stage 1 should focus on developing children's awareness of the past, using common words and phrases relating to the passing of time. They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. Children should use a wide vocabulary of everyday historical terms. They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. They should understand some of the ways in which we find out about the past and identify different ways in which it is represented.

In planning to ensure the progression described above, through teaching about the people, events and changes

outlined below, teachers may introduce pupils to historical periods that they will study more fully at Key Stage 2.

Pupils should be taught about:

- Changes within living memory
- Events beyond living memory that are significant nationally or globally
- The lives of significant individuals in the past who have contributed to national and international achievements
- Significant historical events, people and places in their own locality

## **Key Stage 2**

The curriculum at Key Stage 2 should continue to allow children to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. Children should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources.

In planning to ensure the progression, teachers should combine overview and depth studies to help pupils understand both the long arc of development and the complexity of specific aspects of the content.

Pupils should be taught about:

- Changes in Britain from the Stone Age to the Iron Age
- The Roman Empire and its impact on Britain
- Britain's settlement by Anglo-Saxons and Scots
- The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor
- A local history study
- A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066
- The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China
- Ancient Greece – a study of Greek life and achievements and their influence on the western world
- A non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300

## **Key Stage 3**

The Curriculum at KS3 should extend and deepen the pupil's chronologically secure knowledge and understanding of British, local and world history, so that it provides a well-informed context for wider learning. Pupils

should identify significant events, make connections, draw contrasts, and analyse trends within periods and over long arcs of time. They should use historical terms and concepts in increasingly sophisticated ways. They should pursue historically valid enquiries including some they have framed themselves, and create relevant, structured and evidentially supported accounts in response. They should understand how different types of historical sources are used rigorously to make historical claims and discern how and why contrasting arguments and interpretations of the past have been constructed.

In planning to ensure the progression described above through teaching the British, local and world history outlined below, teachers should combine overview and depth studies to help pupils understand both the long arc of development and the complexity of specific aspects of the content.

Pupils should be taught about:

- The development of Church, state and society in Medieval Britain 1066-1509
- The development of Church, state and society in Britain 1509-1745
- Ideas, political power, industry and empire: Britain, 1745-1901
- Challenges for Britain, Europe and the wider world 1901 to the present day
- A local history study
- The study of an aspect or theme in British history that consolidates and extends pupils' chronological knowledge from before 1066
- At least one study of a significant society or issue in world history and its interconnections with other world developments [for example, Mughal India 1526-1857; China's Qing dynasty 1644-1911; Changing Russian empires c.1800-1989; USA in the 20th Century].

### **Equal Opportunities**

History has a big part to play in removing stereotyping and discrimination. It is important to be aware that there is bias in anything we select to use within the lessons and therefore resources, particularly photographs need to be carefully selected. Difficult concepts such as Slavery and the Holocaust should not be shied away from but taught with respect and dignity but also in the context of the time in which they occurred. The children should be encouraged to question the subject content as well as the nature of any evidence given, in order to gain a deeper understanding and to dispel any misconceptions.

### **Multicultural Education**

History has a particularly strong role to play in this. Pupils should be introduced to aspects of their own as well as the cultures of others within History. In consideration of other cultures, teachers should be careful to choose resources which reflect different aspects of society. In particular, teachers should note that "development" and "developing" are relative terms and hide a lot of assumptions that can and should be address with some of the more mature pupils within the school. It is important to avoid ethnocentrism and prejudice and promote understanding and empathy.

### **Review**

The curriculum will be kept under review and evaluated regularly—every year. This will require discussion between the Head Teacher, History Co-ordinator and all teaching staff to ensure appropriate coverage of the curriculum and the teaching of key skills are being implemented.