

**History Policy**



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History Policy

Introduction

There are four main purposes to this policy:

-It establishes and entitlement for all pupils.

-It establishes expectations for the standards to be achieved.

-It states the school’s approach to this subject in order to promote public, and particularly parents’ and carers’ understanding of the curriculum.

The importance of history in the curriculum.

The aim of history teaching at our school is to stimulate the children’s interest and understanding about the life of people who lived in the past. We teach children a sense of chronology, and through this, they develop a sense of identity and a cultural understanding based on the historical heritage. Thus they learn to value their own and other peoples cultures in modern multicultural Britain and, by considering how people lived in the past, they are better able to make their own life 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 an problem-solving.

In Foundation Stage, the children follow the Early Years Foundation Stage (EYFS) curriculum.

At Key Stage One pupils will develop an awareness of the past, using common words and phrases relating to the passing of time. They will learn where the people and events they study fit within a chronological framework. Through studying the lives of significant individuals from the past, the children will identify similarities and differences between ways of life in different periods. They will use a wide vocabulary of everyday historical terms and begin to use tier 2 and tier 3 historical language. Through enquiries and the use of artefacts, they are encouraged to 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 will look at some of the ways in which we find out about the past and identify different ways in which it is represented.

Key Stage 1 pupils are taught about:

-Changes within living memory – Where did the Clarke family live in 1911?

-Events beyond living memory that are significant nationally or globally – How did the Great Fire of London change how buildings were built?

-The lives of significant individuals in the past who have contributed to national and international achievements, some should be used to compare aspects of life in different periods – Why should we remember Mary Seacole and Edith Hughes?

-Significant historical events, people and places in their own locality – How did World War 1 war affect the people of Sutton? How did the people of Sutton contribute to the war effort?

At Key Stage 2 pupils continue 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 note connections, contrasts and trends over time and develop the appropriate use of historical terms. They regularly address and devise historically valid questions about cause , change, similarity and difference and significance. They construct informed responses that involve thoughtful selection and organisation of relevant historical information. They understand how our knowledge of the past is constructed from a range of sources.

Expectations

As in line with the school assessment policy, children will be assessed throughout the year using Target Tracker. At the end of the year the children will receive their end of year outcome for their age related year group.

The aims of History and how these contribute to the schools aims.

The school aims to:

-foster in children an interest in the past and to develop an understanding that enables them to enjoy all that history has to offer.

-enable children to know about significant events in British history and to appreciate how things have changed over time.(World Wars, The Great Fire of London, nursing)

- Develop a sense of chronology.

-Gain and deploy a historically grounded understanding of abstract terms such as empire, civilisation, parliament (Language builders)

-Know and understand how the British system of democratic government has developed and, in so doing, to contribute to a child’s citizenship education. (Democracy – Ancient Greeks)

-Understand how Britain is part of a wider European culture and to study some aspects of European History. (Key Stage 2)

-Have some knowledge and understanding of historical development in the wider world. (KS1 and KS2)

-Help children understand society and their place within it, so that they develop a sense of their cultural heritage and British values.

-Develop in children the skills of enquiry, investigation, analysis, evaluation and presentation.

Strategy for implementation – entitlement and curriculum provision.

We teach history in the Foundation Stage as an integral part of the topic work covered during the year. History makes a significant contribution to developing a child’s knowledge and understanding of the world. Throughout the year Reception will answer three enquiry questions completed as more formal History teaching.

History is a foundation subject of the National Curriculum. History is studied for 5 weeks throughout the term. The children in Upper and Lower Key Stage two study both World, British and Local History. The long term plan and planning is in line with the requirements of the National Curriculum.

Teaching and learning

History teaching focuses on enabling children to think as historians. We place an emphasis on examining historical artefacts and primary sources. Where actual artefacts are not available carefully chosen photographs, pictures, extracts from diaries, newspapers etc are carefully chosen. We encourage visitors to come into the school and talk about their experiences of events in the past. We recognise and value the importance of stories in History teaching and regard this as an important way of stimulating interest in the past. This is done through class texts and guided reading texts. We focus on helping children understand that historical events can be interpreted in different ways and that they should always ask searching question, such as ‘how do we know?’, about the information they are given.

All periods of history have enquiry questions. A variety of strategies, including questioning, discussion, pre and post learning tasks, Review and Do tasks and on the spot marking are used to assess progress. This is then recorded on Target Tracker. This information is then used as a gap analysis to inform future planning.

Assessment and Recording

Teacher assessment is ongoing in relation to the statements on Target Tracker, Development matters for EYFS and the Programmes of Study for Key Stages 1 and 2. Children’s work is presented in books, floor books and on working walls. Review and Do activities and assessment tasks are completed throughout the year as per the Review and Do timetable. The post learning tasks allow the teachers to assess what knowledge the children have retained from the period studied. The subject lead then uses Target Tracker to gain an understanding of the children’s attainment for each class and for the different vulnerable groups.

Continuity and progression

The school ensures curriculum continuity by following the Long term plan and the Essential 1 and Essential 2 key knowledge.

Equal opportunities

The teaching of History in our school takes consideration f our equal opportunities policy and inclusion. We recognise children as individuals and base out teaching upon our knowledge of their specific needs. A range of teaching methods and resources allow children with a wide range of abilities to achieve their full potential.

Curriculum

Long term planning: Key Stage 1 and 2- Teachers plan coverage of the NC through a variety of inspiring enquiry questions over a two year programme.

Medium Term Planning: Essential 1, 2 and 3 knowledge and tasks.

Short term planning: teachers use the Essential Knowledge and tasks to plan.

The Learning Environment

As History is a discreet subject it has its own book. History has a designated colour and logo. The designated colour will be seen on books and used as the colour for display borders. Classrooms will have a History working wall which display the most current learning, this will be displayed until the next period of History taught. The removed work will then be displayed in the class floorbook. Displays will include timelines showing the current and all previous periods of History displayed. Periods of History will be displayed as bard and events marked with an arrow. Any tier 2 and 3 vocabulary words as stated on the Knowledge Organisers will be displayed. Working walls will be stimulating, informative and reflect the quality of work being produced by the class.

Extra-curricular opportunities

Regularly within school, teachers plan to undertake fieldwork, visits to places of historical interest and invite visitors to the school. This is a fantastic opportunity to support the children’s learning within the classroom as well as increasing the WOW factor of History within the real world.

The contribution of History to other aspects of the Curriculum

English

History contributes significantly to the teaching of English in our school by actively promoting the skills of reading, writing, speaking and listening. Some of the texts we use in English lessons and in Guided Reading are of a historical nature. Class texts are linked to the previous period of History studied. Children develop oracy through discussing historical questions or presenting their findings to the rest of the class. They develop their writing ability in various ways, for example, by composing reports.

Mathematics

History teaching contributes to the teaching of mathematics in a variety of ways. Children learn to use numbers and the number system when developing a sense of chronology through timelines. Children learn to interpret information presented in graphical or diagrammatic form.

Computing

Children use computing to enhance their skills in data handling and in presenting written work, they research information using the internet.

Spiritual, moral, social and cultural development (SMSC)

History contributes significantly to the teaching of SMSC education. Children develop self confidence by having opportunities to explain their views and beliefs on a number of social questions. They learn how society was and is made up of people from different cultures, who have different religions and beliefs; through this, they begin to develop tolerance and respect for others. Pupils are encouraged to value the wonder in the past and recognise how significant people and early civilisations helped to shape our lives today.

British Values

As with all areas of the curriculum, in History we have a focus on British values. Our History curriculum enables children to understand that’s Britain’s rich cultural heritage can be further enriched by the multi-cultural British society of today. Within history lessons, children have opportunities to work collaboratively with others and use equipment and resources in and around school respectfully. Further to this, history lessons may lead to field trips where we always act sensibly and politely around the local community and member of the public.

Policy Review

This policy will be reviewed every two years. The Head teacher is responsible for reporting to the Governors about the quality of its implementation and its impact on standards. In the light of this policy amendments may be made.