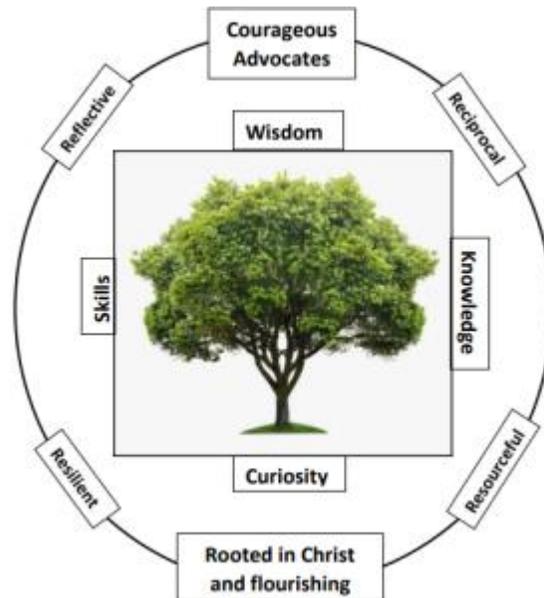




History Policy

'I have come so that they may have life and have it to the full.' John 10:10



Our Mission Statement

Our Christian family leads and encourages everyone to:

- *Flourish; soar in faith and talents*
- *Serve others courageously*
- *Be excited and curious to learn*

We do this within our safe, happy, diverse and nurturing Christ centred environment ensuring 'all have life and have it to the full' John 10:10

We are God's children doing God's work.

WHITTLE-LE-WOODS C OF E PRIMARY SCHOOL

POLICY STATEMENT FOR HISTORY

Policy Statement for History

This policy reflects the school's values and philosophy in relation to the teaching and learning of history. Whittle-le-Woods CE Primary School considers that history is an important part of its broad and balanced curriculum offered to all pupils in the school and it is taught within a Christian context.

This policy sets out a framework within which teaching and non-teaching staff can operate and it gives guidance on planning, teaching and assessment. The policy should be read in conjunction with the National Curriculum 2014 guidelines and the school's planning for History, which set out in detail what pupils in different classes will be taught.

This policy is intended for all teaching and non-teaching staff, school governors and parents.

Philosophy

History can mean two things; the past and the study of the past. The past influences all aspects of our lives. It shapes the customs and beliefs of the communities to which we belong. Learning about the past and the methods used to study it, helps pupils to make sense of the world in which they live and use their learning to help to make changes to their own lives. History is a subject which both informs and inspires work in all areas of the curriculum.

'Pupils should experience a planned programme of activities, which progressively develop an historical perspective. Their learning should be based on an understanding of simple historical evidence of different kinds as well as on stories and memories, to nourish and enrich conceptions of what the past is like.'
(History Working Party Final Report)

By making the most of the resources collected and linking with resources outside the school, for example adults talking about their past, buildings, sites and museums, children will be enabled to develop an awareness of the past, an understanding of the past as well as a range of historical skills.

'A high-quality history education will help pupils gain a coherent knowledge and understanding of Britain's past and that of the wider world. It should inspire pupils' curiosity to know more about the past. Teaching should equip pupils to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. History helps pupils to understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time.' (National Curriculum 2014)

Aims of our school

The aims of History in this school are to:

- Develop knowledge, understanding and enjoyment of History.
- Develop the pupils' ability to observe, learn about and record from the world around them.
- Use a range of Historical sources, including ICT, experimentally and with increasing confidence, control and skill to find out about the past.
- Develop an interest in the past and an appreciation of courageous advocacy, human achievements and aspirations.
- Understand the value of people and events in our society.
- Learn about issues and events in the history of their own lives, family, country and the world, appreciating our differences, and understanding how those events influenced one another.
- Develop a sense of chronology.
- Understand how the past was different from the present.
- Understand the nature of evidence by emphasising history as a process of enquiry.
- Look for explanations of change.
- Understand that events have usually more than one cause.
- Develop insight, based on historical evidence, in order to offer explanations of past events, and how they have affected our own lives as a result.
- Develop the pupils' ability to express their own responses, feelings and ideas and to communicate clearly in different ways, including ICT.
- Develop the pupils' ability to develop their own personal ideas, understanding that everyone has the right to their own opinions, to encourage working with increasing independence.

Examples of how we can use our God given talents to benefit others in History

We will:

- Learn how significant people from the past used their God given talents to benefit others. To take inspiration from this to become a courageous advocate for change.
- Share expertise with family and friends regarding key historical events.
- Encourage older children to help younger children explain about events beyond their living memory.
- Think of ways to commemorate and remember significant people, encouraging and developing our compassion.
- Use creative teaching methods and enquiry-based learning to inspire children to be excited and curious to learn.
- Learn about significant people in the past who were the 'first' to inspire flourishing in our own talents

National Curriculum History

History is a foundation subject within the National Curriculum and all children follow the programmes of study laid down by the National Curriculum 2014.

Aims of History in National Curriculum 2014

The national curriculum for history aims to ensure that all pupils:

- know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world
- know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind
- gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'
- understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses
- understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed
- gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.

Organisation of History within our school

A whole school plan of work for the teaching of History has been formulated in line with the National Curriculum and will be delivered as part of the blocked curriculum. This allows children to enhance their knowledge of history and develop related skills through focused daily learning, throughout the duration of each block. This model also promotes the children in being able to achieve a greater depth of understanding of each topic.

The History Knowledge and Skills Progression Map documents the extent to which knowledge and skills are progressive. This also ensures that the history curriculum utilises cross curricular links as well as how the context of the school and its location are considered at planning level. When a history unit is not being taught, areas are identified to reinforce specific disciplinary knowledge eg invasion

Subject Content Key Stage 1

Pupils should develop an 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. They 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 are often introducing pupils to historical periods that they will study more fully at key stages 2 and 3.

Pupils will be taught about:

- Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life
- Events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries]
- 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 [for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell]
- Significant historical events, people and places in their own locality.

Subject Content Key stage 2

Pupils should 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 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. They 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 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:

- 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 civilisations 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.

Teaching & Learning Styles

Both at Key stage 1 and Key Stage 2 children experience a mixture of individual, group and class activities. The balance of these modes of teaching will rest with individual teachers, depending upon the topic/activity being undertaken. Group activities within history will be done by a variety of methods such as mixed ability groups, ability groups, friendship groups, depending upon the activity.

A variety of teaching strategies are used at both key stages and include:

- giving children information
- asking children information
- use of historical questioning and enquiry skills
- use and interpret a range of historical evidence, including direct/first-hand sources as well as secondary sources
- children finding out information for themselves
- use of school library/county library loans for research work
- use of story
- role-play activities
- visits to historic sites, stately homes, museums
- visits made to school by outside speakers
- use of commercially produced videos
- use of commercially produced photo packs
- use of artefacts (eg gas masks, ration books)
- use of ICT resources

Time Allowance for History

The class teacher is responsible for history in his/her particular class in accordance with the whole-school plan. We consider that it is not necessary for children to undertake history at a fixed time or for a given length of time each week. The amount of history being taught will vary from week to week and from half-term to half-term.

Subject-based units are planned to give history status in the curriculum and allow for deeper learning.

Planning and Evaluation

Subject planning (outlining the specific content skills and objectives for each unit of work), organisation and assessment is carried out at class level by the class teacher in line with the National Curriculum. Copies of these and evidence of work covered are passed onto/scrutinised by the History co-ordinator on a regular basis. The subject leader will provide support and expertise whenever possible.

Links with other curriculum areas

History provides many opportunities for links with other curriculum areas, particularly English, Science, Geography, **British Values**, **Protected Characteristics**, the Creative Arts and Personal and Social Education.

Historical Disciplinary Knowledge

In response to OFSTED's History Review (July 2021), key historical concepts have been identified and are revisited in other curriculum areas where appropriate.

Assessment, Record-keeping and Reporting

Assessment is an ongoing and continuous process. It is used to inform future planning and to provide information about individuals throughout their time in this school. The subject-leader regularly monitors curriculum coverage and maintains a portfolio of work exemplifying a range of work at different levels.

Assessment techniques used will ensure that teachers assess the ongoing process and not just the finished product or outcomes. These techniques will include:

- teachers' observations
- teacher-pupil discussion and teacher questioning
- examples of pupils' written work
- photographs, recordings of children engaged on Historical activities
- pupils' ongoing analysis of their achievements
- marking the children's work and providing constructive feedback, in line with the whole-school marking policy

Teachers keep their own informal records of children's progress and their skills and abilities in history in line with the whole-school assessment policy. Assessment grids are completed by the class teacher, at the end of each unit of History, and children who are gifted, or finding difficulty in achieving in History, are highlighted and steps are then taken. Records of pupils' achievements are kept to:

- plan pupils' future learning
- report progress to parents
- maintain a record of pupils' learning
- provide a curricular record for each pupil
- fulfil legal requirements

Resources

A basic range of resources will be available in each classroom to ensure continuity of experience as the pupils' progress through school. Staff supplement these resources accordingly.

Resources for a specific study may be held centrally (and managed by the subject leader) or ordered from different places eg library, museum loans etc.

Outside agencies, trips to places of historical interest and specific events are often used. The organisation of these is usually the responsibility of the class teacher, with the subject leader, providing support and expertise, if required.

The subject leader is allocated a budget for basic materials and other Historical 'experiences'. These are ordered in consultation with the other members of staff.

Equal opportunities

The whole-school policy on equal opportunities will be adhered to in History activities. It is the responsibility of all teachers to ensure that 'all pupils, irrespective of gender and differences, have access to the curriculum and make the greatest progress possible.'

Inclusion

This should include the three essential principles of:

- setting suitable learning challenges
- responding to pupils' diverse learning needs
- overcoming potential barriers to learning and assessment for individuals and groups of pupils

Teachers provide differentiated activities support and resources for work. Additional support, where appropriate, and where possible, and differentiation are provided for SEN pupils, with extension and more demanding activities provided for the higher-attaining pupils.

Children with Special Educational Needs

All pupils will have access to a broad, balanced curriculum, which includes History and have the opportunity to make the greatest progress possible. History work for children with special educational needs is adapted by the class teacher to meet the particular needs of the children in their class, both for the less-able and the more-able. This is done entirely at the discretion of the class teacher, depending upon the situation and topic/activity being undertaken.

Suggestions of activities/ways in which work can be adapted and modified to challenge able-children and to ensure the abilities of the less-able are met, are outlined in the planning.

The Role of Parents and Carers

Parents and carers are encouraged to be involved in pupils' learning. The pupils are encouraged to share their work and ideas with their parents, during open-evenings, visits to the school and at home. Parents and carers are invited into school to participate in workshop-type activities. The school usually provides resources for work in school, but may occasionally ask for support from home, building on the pupils' independent learning and skills of enquiry.

Parents are encouraged to help with activities within the classroom and this will be organised and supervised accordingly by the teacher. Older members of the community or

relatives of the children may provide a valuable resource, by sharing their memories of the past.

Evaluation

The History curriculum will be reviewed, monitored, evaluated and modified as necessary and an annual subject development plan will be prepared to inform the whole-school Development Plan. Evaluation should take into account:

- pupils' achievements
- coverage of programmes of study
- analysis of teacher planning
- staff development
- classroom/lesson observations
- work scrutiny
- external inspection/advice

Last reviewed by J.Haughin 2022