



History Policy

Policy Creation and Review	
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Introduction

Monega Primary School (hereafter known as "the School") is committed to providing all children with learning opportunities to engage in history. This policy reflects the School's values, philosophy and best practise in relation to the teaching and learning of history. It sets out a framework within which teaching and non-teaching staff can work, and gives guidance on planning, teaching and assessment.

Philosophy

History is about real people who lived, and real events which happened in the past. History is concerned with sequence, time and chronology and is the study of evidence about the past; it gives us a sense of identity, set within our social, political, cultural and economic relationships. History fires the children's curiosity about the past in Britain and the wider world and plays an essential part in preparing us for living and working in the contemporary world.

Pupils consider how the past influences the present, what past societies were like, how these societies organised their politics, and what beliefs and cultures influenced people's actions. As they do this, children develop a chronological framework for their knowledge of significant events and people. They see the diversity of human experience, and understand more about themselves as individuals and members of society. What children learn can influence their decisions about personal choices, attitudes and values.

The School believes that best learning in history takes place when the teaching develops pupils' historical knowledge and historical thinking which, as a result, will enable children to show their historical understanding. Historical thinking demands the ability to investigate, consider, reflect and review events of the past.

Subject Aims

The aims of history at are consistent with the School's philosophy. The School's aims for history:

- To instil in the children a curiosity and understanding of events, places and people in a variety of times and environments;
- To develop an interest in the past and an appreciation of human achievements and aspirations;
- To understand the values of our society;
- To learn about the major issues and events in the history of our own country and of the world and how these events may have influenced one another;
- To develop awareness of chronology within which the children can organise their understanding of the past;

- To understand how the past was different from the present and that people of other times and places may have had different values and attitudes from ours;
- To understand the nature of evidence by emphasising the process of enquiry and by developing the range of skills required to interpret primary and secondary source materials;
- To distinguish between historical facts and the interpretation of those facts; and
- To understand that events have a multiplicity of causes and that historical explanation is provisional, debatable and sometimes controversial.

Curriculum

To deliver the history curriculum effectively and in line with government requirements we follow the programmes of study which can be found and referenced in the following publications:

- Foundation stage - Early Learning Goals
- Key Stage 1 - National Curriculum
- Key Stage 2 - National Curriculum

The School has ensured that children embark on a broad and balanced programme that takes account of abilities, propensities and physical, emotional and intellectual development. Through history the children will develop skills in research, analysis, evaluation and communication. Teachers will adopt an approach focused on well-structured enquiry, which helped pupils to think for themselves. Teachers will incorporate a culture of resourcefulness, investigation and problem-solving in history, which will provide excellent preparation for later study and employment.

The School is concerned with the process of history activities as well as the product; therefore, it is important to list the skills, concepts and attitudes that the child should develop.

Early Years

During the Foundation stage, children are afforded the opportunity to enquiry about past and present events in their own lives, and those of their families and other people they know. In the Foundation stage history makes a significant contribution to developing a child's 'knowledge and understanding of the world' through activities such as looking at pictures of famous people in history or discovering the meaning of new and old in relation to their own lives. At this stage, teachers can introduce the concept of time sequencing.

Key Stage 1

The National Curriculum Programme of Study at Key Stage 1 focuses on developing children's awareness of the past, using common words and phrases relating to the passing of time. Children should know where the people and events they study fit within a chronological framework. Furthermore, children should identify similarities and modifications between ways of life in different periods. Children should use a wide vocabulary of everyday historical terms.

Children should adopt historical enquiry skills by learning how to ask and answer questions, utilising stories and other sources to show that they know and understand key features of events. Children should understand some of the ways in which the past is researched 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 Stage 2.

Pupils should be taught:

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

Key Stage 2

The National Curriculum Programme of Study at Key Stage 2 should continue to permit children to develop a chronologically secure knowledge and understanding of British, local and world history by establishing clear narratives within and transverse within the periods they study. Children should develop historical enquiry skills by understand connections, contrasts, and progression within the time-period studied and beyond. Moreover, children should develop the appropriate use of historical language know and how to implement it.

Children should regularly address and sometimes devise historically enquiry questions about change, cause, similarity and difference, progress and significance. Children should construct informed responses that involve thoughtful selection and organisation of relevant historical information. Children should understand that 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:

- 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 study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 to modern Britain.
- 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 Greece and the Egyptians.

Progression and Continuity

The activities in history build upon the prior learning of the children. Whilst the School provides children of all abilities the opportunity to develop their skills, knowledge and understanding, teachers will ensure continuity and progression so that there is an increasing challenge for the children as they move up through the school.

Teaching and Learning

The School uses a variety of teaching and learning styles in history lessons. The School's principal aim is to develop the children's knowledge, skills and understanding in history by adopting a collection of teaching and learning styles in history lessons.

The School believes believe in whole-class teaching methods and combine these with enquiry-based research activities. The School believes that children's learning is enhanced when:

- They have access to, and are able to handle artefacts;
- They go on visits to museums and places of interest;
- They have access to secondary sources such as books and photographs;
- Visitors talk about personal experiences of the past;
- They listen to and interact with stories from the past;
- They undertake fieldwork by interviewing family and older friends about changes in their own and other people's lives;
- They use drama act out historical events;
- They are shown, or use independently, resources from the internet, CD ROMs and videos;
- They are able to use non-fiction books for research; and
- They are provided with opportunities to work independently or collaboratively, to ask as well as answer historical questions.

The School recognises the fact that we have children of differing ability in all our classes, and so should provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. Such achieve this through

a range of strategies which are differentiated by task, expected outcome and/or support from peers or adults.

History curriculum planning

As well as making its own distinctive contribution to the school curriculum, history contributes to the wider aims of primary education. The School will ensure that links between subjects are exploited: History will be taught as a standalone subject and through an integrated approach with Art, English, Design & Technology, Geography and Science. By adopting the latter approach, class teachers should remember to effectively focus on ensuring that pupils know when they are studying history coupled with the subject-specific aims and objectives which are effectively covered.

The School's long-term and medium-term plans map out the skills and themes covered each term for each key stage. These plans define the content of learning and will ensure an appropriate balance and distribution of work across each term.

Assessment, Recording and Reporting

Assessment, recording and reporting will be in accordance with the school's assessment policy which is followed throughout the School. The assessment of pupils work can provide information for pupils, teachers and parents:

- To enable pupils to reflect upon and celebrate achievement;
- To help plan for progression, continuity and target setting for pupils are to inform planning for future work of whole classes and individual pupils;
- To communicate achievement and identify areas for future development to pupils, parents and teachers; and
- To evaluate the effectiveness of teaching and learning.

Assessment is an integral part of teaching and learning and based upon teachers judgements of pupil attainment and progress. Assessment is built into the planning of learning experiences and clearly related to the learning outcomes. Assessment and recording begin in Foundation Stage and continue throughout the school. Reporting on a child's progress in History is a statutory requirement. An annual report relating to their child's progress in History will be sent to parents.

Planning and Delivery of Curriculum

To deliver the history curriculum effectively and in line with government requirements the School will act in accordance the programmes of study which can be found and referenced in the following publications:

- Foundation stage - Early Learning Goals
- Key Stage 1 - National Curriculum
- Key Stage 2 - National Curriculum

The School expects a high quality of teaching in history and that the various teaching styles are incorporated into planning to enhance the quality of learning and teaching in history. Such skills include but not limited to:

- Creative arts - teaching through drama, music, dance, and art;
- Use of computing- interactive whiteboards, classroom computers, Computing suite computers, websites and history software; and
- High quality culturally relevant resources.

Differentiation

All lessons should provide extension and challenge for children to enhance their enjoyment, skills and learning even further. Support and learning tools should be given to children of lower ability so that all barriers to their learning are removed to allow them to access the history curriculum.

Teachers need to adopt a range of strategies when planning for children with complex needs. These include objects of reference and visual support. These children require clear structures to enable them to access fully.

Inclusion and Special Education Needs

The School has a responsibility to provide a broad and balanced curriculum for all pupils. This statutory inclusion statement shapes how teachers can differentiate and modify as necessary to provide all pupils with relevant and appropriately challenging work at each key stage. It sets out three principles that are essential to developing a more inclusive curriculum.

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

The School aims to encourage all pupils to reach their full potential through the provision of diverse opportunities and differentiated lessons. Through the teaching of History, the School purports to develop awareness of ethnic, cultural and economic diversity of human society and to foster positive attitudes to all people.

All teachers will ensure that when selecting source material that a range of perspectives and viewpoints are represented including those of men and women from different racial, national and religious groups. A duty of care will be adopted to safeguard that societies are not just represented from the British perspective but also from their own.

The School will recognise the importance of the pupils own cultural background is recognised as a resource which may give an alternative perspective on events of the past as well as the present.

SEN

The History co-ordinator will liaise with the SENCO to ensure that the children with SEN achieve their full potential in History lessons and activities.

Gifted and Talented

Children on the gifted and talented register need to be challenged with open ended tasks which provide opportunities to tackle more complex issues and a wider range of resources. This will be conducted by differentiation for those pupils concerned.

The History Subject leader will work with the Gifted and Talented coordinator to keep a register of children who are more able in History and ensure these children and class teachers receive relevant support and differentiated activities. When monitoring takes place the History Subject leader will ensure the needs of these children are accorded.

CPD/Training of Staff

The History Subject leader supports training and professional development of teachers in all areas of history through:

- Identifying training and needs from planning and evaluation which will be monitored every quarterly termly; and
- Pass on training and new initiatives through inset and communication.

Roles and Responsibilities

Subject leader

The work of the subject leader is to monitor and support colleagues in the teaching of history, being informed about current developments and competitions in the subject, and providing a strategic lead and direction for the subject in the school.

As well as making its own distinctive contribution to the school curriculum, history contributes to the wider aims of primary education

Class teacher

The class teacher's role is to ensure coverage of History for their year group/Key Stage. The teacher should inform the subject leader of any resources needed to deliver the units before they arise in the curriculum. Class teachers should plan and deliver lessons to appeal to all learners that will enthuse as well as educate the children in their class.

Resources

There is a range of age appropriate resources to support the teaching and learning of history, including the local area, across the school. The School have a wide range of text books, artefacts and interactive boards to access the internet as a class.

Visits are planned to enhance learning and give hands on activity. People with an interest, or expertise, in a particular topic or area of history could be invited into school to work with the children. These might be parents, grandparents, other family members, neighbours or representatives of the local community.

Equal Opportunities

It is the responsibility of all teachers at the School to ensure that history in accordance with the Equality Policy and Equality Law. Children irrespective of ability, race, gender, age, faith, sexual orientation, and disability are given full access to the history curriculum and make the greatest possible progress in accordance with legislation.

Policy monitoring

The History Co-ordinator is responsible for the monitoring of the implementation of this policy. The leader reports to the Head teacher on the effectiveness of the policy and to the governing body.