

## History Policy

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**Subject Weighting; 1 hour per week.**

### Aims

The National Curriculum 2017 History syllabus has the following main aims:

- To give children a sense of their own identity within our social, political, cultural and economic background and relationships
- To prepare children for living and working in the contemporary world
- To fulfil the requirements of National Curriculum 2014
- To ensure the progressive development of historical concepts, knowledge, skills and attitudes
- To provide a History curriculum which is broad, balanced, relevant and differentiated
- To promote positive attitudes towards and enthusiasm for History work in school
- To help children to study life in the past – the thoughts, beliefs, emotions, problems and actions of people who related to each other and their environment
- To help children gain a level of historical understanding appropriate to their age, ability and maturity
- For children to value History as a subject in its own right, as well as understanding its contribution to other curriculum areas and cross-curricular themes and dimensions

Learner Attributes:

**Curiosity:** to find out about different events, people and places in different eras.

**Keeness:** to use different sources of information to research different topics in different time frames.

**Creativity:** in finding ways to recount information and store their own personal knowledge.

**Open-mindedness:** to accept different types of data according to the source.

**Perseverance:** in pursuing topics of interest even if materials are scarce.

**Concern:** showing empathy for people and events that occurred in a different time.

### Effective Teaching and Learning Styles

We encourage the children to use historical facts to further their work as relevant to the topics being taught. History topics from around the world are taught and therefore resources often need to be created or downloaded.

To ensure that internationalism is prevalent through the history topics taught, topics of local, national and worldwide will be taught.

In the teaching and learning of History, we aim to develop *concepts*, *skills* and *attitudes*.

<b>Concepts</b>	<b>Skills</b>	<b>Attitudes</b>
Change	Arguing	Curiosity
Cause & Effect	Reasoning	Imagination
Similarity & Difference	Thinking	Empathy
Chronology	Using evidence	Understand others views
Time	Using historical vocabulary	
Continuity & Change	Sequencing	
	Ordering	
	Interpreting	
	Understanding	
	Explaining	
	Deducing	

**In learning History pupils will:**

- Use a range of sources such as people, museums, the local environment, sites, photographs, portraits, artefacts, written materials, music, ICT based materials, data, TV/video extracts.
- Investigate significant issues from the past.
- Work in a variety of contexts – individually, in groups and as a whole class.
- Present their knowledge and understanding in a variety of ways such as through drama, art, models, various writing styles/genre, collage, timelines, sketches and maps.
- Use of role play to develop understanding and empathy.
- As they grow in confidence, begin to pose and investigate their own questions about the past.

**History curriculum planning**

The school uses the national scheme of work for History as the basis of its curriculum planning. Key Stage 1 and 2 use the Hamilton Trust Topics and there are further resources available on Twinkl. The teachers will often use the QCA schemes of work for topics but adjust the lessons according to technology today.

The class teacher is responsible for writing the daily lesson plans for each lesson (short-term plans). These plans list the specific learning objectives and expected outcomes of each lesson. The class teacher saves these plans to google drive.

The topics are planned to build on the students' knowledge year by year. We ensure that there are opportunities for children of all abilities to develop their skills and knowledge in each unit, and we also build progression into the computing scheme of work, so that the children are increasingly challenged as they move up through the school.

### **The contribution of History to teaching in other curriculum areas**

History as a subject will:

- Improve pupil's skills in English, Maths and I.C.T.
- Develop pupil's thinking skills
- Promote pupils' awareness and understanding of gender, cultural, spiritual and moral issues

In the teaching and learning of History we can identify a number of *objectives* for the children:

- To develop an awareness of the nature and use of evidence
- To develop a sense of chronology and time
- To build up knowledge of events and people from the past
- To appreciate thoughts, beliefs, motives and actions of people in the past
- To develop and use correctly historical language and a vocabulary of historical terms
- To build a framework of historical facts
- To encourage children to interpret, explain and ask historical questions, for example: Why did this happen? How do we know this is true?

### **History and inclusion**

At our school, all students will have access to the History Curriculum. Whilst the activities and experiences will be the same, the outcome may differ.

### **Assessment for learning**

Teachers will assess children's work in History work by making informal judgements during lessons. On completion of a piece of work, the teacher assesses it, and uses this assessment to plan for future learning. Written or verbal feedback is given to the child to help guide his/her progress and an opportunity to edit the work that they have completed according to the assessment.

## Resources

We have sufficient resources for all History teaching units in the school. We keep these in the Central Storage Room, Library and in each classroom.

## The Foundation Stage

In EYFS the classes cover many different areas of History. This includes reflecting on their own lives and that of important people around them.

## 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 should 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 airplane 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.

## Key Stage 2

Pupils should continue to develop a chronologically secure knowledge and understanding of European, Asian 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 the world from the Stone Age to the Iron Age
- The Roman Empire and its impact on the world.
- Early settlements
- A local history study
- An aspect or theme that extends student's knowledge from 1066 and beyond.