



History Policy

2022-23

INTRODUCTION

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 they learn can influence their decisions about personal choices, attitudes and values. In history, children find evidence, weigh it up and reach their own conclusions. To do this they need to be able to research, sift through evidence, and argue for their point of view – skills that are prized in adult life.

AIMS AND OBJECTIVES

- To foster in 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 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 a sense 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;
- To understand that events have a multiplicity of causes and that historical explanation is provisional, debatable and sometimes controversial;
- To help children understand society and their place within it, so that they develop a sense of their cultural heritage;

ORGANISATION AND TEACHING

Content

At Marsh Lane Primary School Primary School, history is taught through a 'Creative Curriculum' topic approach. Our curriculum is carefully planned over a two-year cycle for each phase in Key Stages 1 and 2 to engage and excite all our learners.

Foundation Stage

History is taught in Reception as an integral part of the topic work through child-initiated and adult led activities. The children are given the opportunity to find out 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 understanding of the world through stories, rhymes and 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.

Key Stage 1

Pupils should develop an awareness of the past, using common words and phrases relating to 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.

Pupils should be taught about:

- changes within living memory;
- events beyond living memory that are significant nationally or globally (for example, the Great Fire of London);
- 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, Christopher Columbus and Neil Armstrong);
- 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 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.

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;
- the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor
- local history;
- the achievements of the earliest civilizations such as Ancient Egypt;
- the legacy of Greek culture – a study of their achievements and influence on the western world;
- the Mayan civilisation and its contrasts with British history.

Marsh Lane Primary School History Experience

At Marsh Lane, children learn history through a concept-based curriculum. This allows children to gain a deeper understanding, beyond the topic facts, to make connections between their learning, enabling them to make sense of the world around them. As part of our conceptual history curriculum, we involve the use of key questions which focus upon factual, conceptual and debatable content.

Our Knowledge and Key Skills progression Map outlines the development of these concepts over the children's primary experience.

Teaching and learning style

Teachers use a variety of teaching and learning styles in history lessons. Our principal aim is to develop the children's knowledge, skills and understanding in history and we use a variety of teaching and learning styles in our history lessons. We believe in whole-class teaching methods and combine these with enquiry-based research activities.

We believe children learn best when:

- They have access to, and are able to handle history facts;
- 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 and dance to act out historical events;
- They are shown, or use independently, resources from the internet and videos;
- They are able to use non-fiction books for research;
- They are provided with opportunities to work independently or collaboratively, to ask as well as answer historical questions.

We recognise the fact that we have children of differing ability in all our classes, and so we provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this through a range of strategies which are differentiated by task, expected outcome and/or support from peers or adults.

Planning

We carry out planning in history in three phases; long term, medium-term and short-term.

Long-term planning:

Our long-term scheme of work is based on the requirements for history set out by the National Curriculum for Key Stages 1 and 2. It gives coherent and manageable 'teaching units' for year groups and mixed age classes and allows for curriculum continuity and progression in children's learning.

Medium-term planning:

These plans, which form part of our Creative Curriculum/Thematic Planning, define the learning objectives and outcomes for each unit and suggest activities that will enable these to be achieved. The sequence of activities outlined, promote progression and ensure an appropriate balance and distribution of work across each term.

Short-term planning:

Individual plans are devised for each history lesson. These plans list the specific learning objectives for each lesson and give details of how to teach them. They build on the medium-term plans.

Assessment and Recording

In history, assessment is ongoing and continuous through formative teacher assessment. Informal, diagnostic judgements allow teachers to give meaningful feedback to children about the success of their learning by identifying each child's progress in each aspect of the curriculum, determining what each child has learned and what should therefore be the next step in their learning. Formative assessment also enables pupils to be involved in their own assessment. Class teachers keep records of work carried out by pupils so that progress against key objectives can be accurately tracked.

Monitoring and Evaluation

Regular monitoring and evaluation of the activities will be done by the subject leader. Class teachers are responsible for ongoing evaluation of teaching methods and pupils' progress.

Resources

There are sufficient resources for all history teaching units in the school. We keep these resources in a central store where there is a box of equipment for each unit of work. The library contains a good supply of topic books to support children's individual research.

LINKS WITH OTHER POLICIES

Computing

Children will be able to develop their IT in a variety of ways, such as:

- Using the internet to investigate the work of famous people and events
- Using digital cameras and video recorders to record observations and pieces of their own work
- Using e-mail and the internet to exchange and publish their work

Inclusion

Success is expected for every pupil. They should reach their full potential, recognise personal strengths and be able to celebrate the achievements of themselves and others; both within the school and its wider community.

At Marsh Lane Primary School, teaching will ensure that history is accessible to all children by planning history lessons that:

- Are challenging for children of different abilities and aptitudes in each year group of each key stage;
- Motivate children, enabling them to understand and review their own learning;
- Cater for children's diverse learning needs;
- Overcome potential barriers to learning and assessment for individuals and groups of children;
- Differentiates work through activities and expected outcomes;
- Uses other adults to support all ability groups.

Equal Opportunities

All pupils should have access to the whole history curriculum and resources, regardless of race or gender. There are opportunities for researching and drawing information from other cultures. An appreciation of historic achievements achieved by different cultures should be taught.

The Role of the History and Design Subject Leader

The role of the subject leader is to:

- Seek to enthuse pupils and staff about history and to promote high achievement;
- Advise and support staff in the planning, delivery and assessment of history;
- Offer specialist advice and knowledge for special needs and more able pupils;
- Monitor and evaluate the standards of children's work and the quality of teaching in history throughout the school;
- Undertake lesson observations of history teaching across the school;
- Keep up to date with current developments by attending courses and disseminate this information to staff through inset and informal conferencing;
- Purchase, organise and maintain teaching resources and manage a delegated budget
- Advise the Headteacher of any action required (e.g. resources, standards) and keep them informed of strengths and weaknesses in the subject, indicating areas for further improvement;

Display

Displays will be used for a variety of purposes, which may: improve the environment, present information, encourage participation, demonstrate process, focus attention, reinforce learning and confirm values.

EVALUATION

This policy will be observed in practice by the subject manager on a regular basis as part of the monitoring Process

Policy Ratified on October 2022

Policy Reviewed October 2023

Signed by _____ Chair of Governors