

History Policy

Reviewed by:

S Parkinson

Date: September 2024

Next review:

September 2025

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Introduction

We are committed to providing all children with learning opportunities to engage in history. This policy sets out a framework within which teaching and non-teaching staff can work, and gives guidance on planning, teaching and assessment.

Rationale

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

- 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 a knowledge of chronology within Britain and the wider world 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 similarities between the past and present and the significance the past has on our present lives
- 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 understand continuity and change within the context of historical events

Curriculum

The children undertake a broad and balanced programme that takes account of abilities, aptitudes and physical, emotional and intellectual development. Through history the children learn a range of skills, concepts, attitudes and methods of working.

Early Years

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 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.

KS1

History is taught on a two year rolling programme ensuring full coverage of the curriculum aims and historical skills. Each year a topic through time is to be studied to understand chronology and the passing of time. During Key Stage 1, pupils learn about people's lives and lifestyles. They find out about significant men, women, children and events from the recent and more distant past in Britain and the wider world. They listen, and respond to stories and use sources of information to help them ask and answer questions. They learn how the past is different from the present. We also have a focus on local history where children learn about the rich history of the local area of Wigan.

KS2

History is taught on a two year rolling programme ensuring full coverage of the curriculum aims and historical skills. Each year a topic through time is to be studied to understand chronology and the passing of time and how things have changed in Britain. We also have a focus on local history where children learn about the rich history of the local area of Wigan. During Key Stage 2 pupils learn about significant people, events and places from both recent and more distant past. They learn about change and continuity in their own area, in Britain and in other parts of the world. They look at history in a variety of ways, for example from political, economic, technological and scientific, social, religious, cultural or aesthetic perspectives. They use different sources of information to help them investigate the past both in depth and in overview, using dates and historical vocabulary to describe events, people and developments. They also learn that the past can be represented and interpreted in different ways.

Teaching and Learning

The school uses 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.

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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 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 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. We aim to improve outcomes for every child.

Planning

History is taught through a topic approach and is taught one half-term per term. Our curriculum is carefully planned over a two year cycle to engage and excite all our learners. Our long-term and medium-term plans map out the skills and themes covered each term for each key stage. These plans define what we will teach and ensure an appropriate balance and distribution of work across each term.

Assessment and Recording

Assessment is an integral part of the teaching process. Assessment is used to inform planning and to facilitate differentiation. The assessment of children's work is on-going to ensure that understanding is being achieved and that progress is being made. Summative assessments are made after each block of History teaching using Fischer Family Trust. Feedback is given to the children as soon as possible, and marking work will be guided by the school's Marking Policy. Marking is tailored to the history objectives and skills.

Monitoring

Monitoring takes place regularly through sampling children's work, and teacher planning, through a book scrutiny and lesson observations by the History subject lead.

Resources

We have a wide range of text books and IT 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 are invited into school to work with the children. These might be parents, grandparents, other family members, neighbours or representatives of the local community. We have access to the

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school's library service and their extensive range of hands on objects and historical texts.

Involving parents and Carers

Parents/carers know and understand their children better than anyone else. It is important to develop a partnership in the education process and encourage a two way flow of information between home and school in which parents/carers contributions are valued. It involves parents/carers sharing information with teachers about their children's development, interests, strengths and needs. This will help the adults involved to plan learning opportunities for children that will use their interests and extend their experiences. The Learning Logs and Reading Diaries are used as a vehicle for this communication.

Targets are shared with parents/carers at Parents Evenings which take place each term. End of year annual reports are sent home to parents/carers. End of Key stage results are reported.

Equal opportunities

Every pupil has a right to be considered of equal value and be given equal opportunities, taking in to account their race, culture, religion, gender, socio economic background, and special needs.

Inclusion

The school follows the SEN Code of Practice to ensure that the needs of all pupils are clearly met. Guidelines in NCA's Assessment and Reporting Arrangements Booklet are strictly adhered to. The individual needs of children, who have been identified as more able, looked after children and those with identified disabilities are also clearly met in accordance with the policy referring to the individual need.

Monitoring

Monitoring is carried out in order to ensure that policies are put into practice, procedures are followed and planning, teaching and learning are of a high quality. It includes classroom observations by phase leaders, SLT, subject leaders, etc. and scrutiny of teacher's planning, pupils' work and assessment data. Governors will receive regular updates about assessment protocols and outcomes at the curriculum committee meetings.

Review

This policy will be reviewed during the Autumn term 2025 or earlier to take account of L.A./DfE policy. Responsibility for monitoring this policy is undertaken by the S.L.T., Headteacher, Governors and all staff.

All members of the school community should be able to contribute to the evaluation of this policy and feel free to comment on its effectiveness.

Dissemination

This is an open policy statement, which is available to staff, governors, inspectors, parents and the wider community and the school would welcome any feedback on its content.

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This Policy was ratified on:.....

Signed:

(Chair of Curriculum Committee)