



# History Policy

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## **History Policy**

History is about people and their development over a period. Through History, children can begin to learn and understand about the past and its influence on life today. The aim of history teaching here at Claygate Primary School is to stimulate the children's interest, curiosity and understanding about the past. By using the children's own history and experience as a starting point, they will progress to learning about different historical periods, chronology and how aspects of history overlap and reoccur.

Children will learn appropriate vocabulary to explain their ideas, assess the validity of ideas and opinions and use resources such as IT, historical artefacts, personal accounts from visitors and relatives, books and photographs. They will study a range of historical topics and people, in line with the National Curriculum, in a way that creates links with other aspects of learning including literacy, maths, art, design technology and drama. Trips to places of historical significance and visits by theatre groups will enhance children's understanding of the past.

### **Statement from the National Curriculum:**

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. (Department of Education, 2013)

### **Intent:**

In Key Stage One, children explore the recent past, developing an understanding of chronology.

In Key Stage Two, children explore key periods of History in chronological order. They begin with a study of the Stone Age and then look at two early ancient civilisations: Ancient Sumer and Ancient Egypt. They then develop an understanding of how these interacted with each other through trade and war while studying Ancient Greece and Rome. Their focus then turns to the impact these civilisations had on Britain and how our country has changed.

### **Aims:**

- to foster in children an interest in the past and to develop an understanding that enables them to enjoy all that history has to offer;
- to enable children to know and understand about significant events in British history from the earliest times and to appreciate how things have changed in National life over time.
- to enable children to know about significant historical events, people and places in their own locality.
- to enable children to know about the lives of significant individuals in the past who have contributed to National and International achievements.
- to develop a sense of chronology.
- to understand how Britain is part of a wider European culture and to study some aspects of European history;

- to know and understand significant aspects of the historical development of the wider world and how these compare with British history;
- to develop in children the skills of enquiry, investigation, analysis, connections evaluation and presentation.
- to progressively understand and use a wide historical vocabulary.

### **Implementation:**

We use the national scheme of work for history as the basis for our curriculum planning in history alongside our vision and rationale. We ensure that there are opportunities for children of all abilities to develop their skills and knowledge in each unit and we build planned progression into the scheme of work so that the children are challenged as they move up through the school.

The curriculum overview maps the history topics studied in each term during each year group and key stage. Each topic is then broken down into key questions, which focus on the sticky knowledge children need to take away from each lesson. These key questions answer a broader, overarching question, which links to an area of disciplinary knowledge such as 'change and continuity'.

History teaching focuses on enabling children to think as historians. We place an emphasis on using their knowledge of historical periods to analyse historical artefacts and primary sources. In each key stage, we give children the opportunity to visit sites of historical significance. We encourage visitors to come into the school and talk about their experiences of events in the past. We recognise and value the importance of stories in history teaching and we regard this as an important way of stimulating interest in the past. We focus on helping children understand that historical events can be interpreted in different ways and that they should always ask searching questions, such as 'how do we know?', about information they are given.

### **Impact:**

Children will be able to recall key historical figures and events and be able to describe the effect they had on a period. They will understand how civilisations have developed, comparing similarities and differences between them. At the beginning of each lesson, children have time for retrieval. This both helps them to recall information ready for the lesson ahead and to strengthen their memory of previous learning. Verbal feedback is given throughout the lesson to swiftly address misconceptions and support children in making connections between historical events or concepts to deepen their understanding. At the end of the unit, children write an essay to answer the overarching question, using their knowledge from each lesson. Essays are moderated within the year group each term and then once a year across the school. This is used to inform future planning and identify which areas of knowledge are strong and which need developing further. The history subject leader keeps samples of children's work in a portfolio. These demonstrate what the expected level of achievement is in history for each age group in the school.

### **The contribution of history to other subjects:**

#### ***English***

History contributes significantly to the teaching of English in our school by actively promoting the skills of reading, writing, speaking and listening. Some of the texts that we use in English are historical in nature. For example, in Key Stage 2 we use the book *Stone Age Boy* by Satoshi Kitamura and *Ug* by Raymond Briggs to enhance the children's knowledge and understanding of life during the Stone Age. Children develop oracy through discussing historical questions or presenting their findings to the rest of the class or school. They develop their writing ability by composing reports and letters and through using writing frames.

#### ***Mathematics***

History teaching contributes to the teaching of mathematics in a variety of ways. Children learn to use numbers when developing a sense of chronology through using time-lines. Children learn to interpret information presented in graphical or diagrammatic form. Children learn about number systems from Ancient Civilisations from across the world.

### ***Information and communication technology (ICT)***

Children use ICT in history to enhance their skills in data handling and in presenting written work, and they research information using the Internet.

### ***Personal, social and health education (PSHE) and citizenship***

History contributes significantly to the teaching of personal, social, citizenship and health education. Children develop self-confidence by having opportunities to explain their views on a number of social questions such as how society should respond to slavery or loss of life in wars. They learn how to recognise and challenge stereotypes and to appreciate that racism is a harmful aspect of society. They learn how society is made up of people from different cultures and start to develop tolerance and respect for others.

### ***Art and DT***

Children tie in their historical learning with many art and DT works and develop an understanding and appreciation for how different civilisations influenced art. For example, they trace the development of ancient Greek sculpture and observe how this has influenced sculpture today.

### **Resources:**

There are sufficient resources for all history-teaching units in the school. We keep some of these in a central store and some in classrooms. The library contains a good supply of topic books to support children's individual research. The internet provides a rich wealth of information and resources. We undertake history trips and have experts in to visit.

### **Inclusion:**

At our school we teach history to all children, whatever their ability. History forms part of the school curriculum policy to provide a broad and balanced education to all children. Through our history teaching we provide learning opportunities that enable all pupils to make progress. We do this by setting suitable learning challenges and responding to each child's different needs.

Our assessment process looks at a range of factors – classroom organisation, teaching materials, teaching style, differentiation – so that we can take some additional or different action to enable the child to learn more effectively. This ensures that our teaching is matched to the child's needs.

Intervention through School Action and School Action Plus will lead to the creation of an Individual Education Plan (IEP) for children with special educational needs. The IEP may include, as appropriate, specific targets relating to history.

We enable pupils to have access to the full range of activities involved in learning history. Where children are to participate in activities outside the classroom, for example, a visit to an archaeological dig, we carry out a risk assessment prior to the activity, to ensure that the activity is safe and appropriate for all pupils.

## The role of the History Lead

The History Lead has the responsibility of overseeing history within the school, including;

- Formulating and updating the policy where appropriate;
- Ensuring staff are aware of the content of the policy and that it matches classroom practice;
- Liaising with the subject's link governor;
- Ensuring appropriate resources are available and regularly updating them according to need;
- Disseminating information on history to both staff and pupils;
- Supporting staff with history where required;
- Attending history subject meetings and training events where appropriate;
- Offering history Inset sessions and promoting history within the school.

## Overview for History

	Autumn	Spring	Summer
Year 1	Toys	History of Flight	Florence Nightingale and Mary Seacole
Year 2	Great Fire of London	Neil Armstrong and the Moon landing	Elizabeth the first and second
Year 3	Stone Age	Ancient Sumer	Ancient Egypt
Year 4	Ancient Greece	Roman Britain	Anglo-Saxons
Year 5	Vikings	Tudors	Benin
Year 6	WW2	Civil Rights	