

# History Policy

## Introduction

This policy outlines the purpose, nature and management of history taught and learnt at The Blake CE Primary School. The policy outlines the guiding principles by which history is implemented and reflects the National Curriculum. Staff intend that the delivery of a relevant and stimulating History curriculum will foster an ongoing enjoyment of this curriculum area. As a result of their learning, children will be better able to understand the world in which they live and therefore more capable of engaging positively and sensitively with their local and worldwide community.

History is concerned with sequence, time and chronology and is the study of evidence about the past. History fires curiosity about the past and plays an essential part in preparing children for living and working in the contemporary world. History provides children with the opportunity to consider how the past influences the present and to develop a chronological framework for their knowledge of significant events and people. Children are provided with opportunities to see the diversity of human experience and understand more about themselves as individuals and members of society.

## Our Philosophy

History should inspire pupil's curiosity to know more about the past and gain a coherent knowledge and understanding of Britain's history and that of the wider world. The curriculum helps children develop a sense of identity based on their own historical heritage as well as teaching children about the diverse range of cultures and societies that have influenced life today. Children are taught how to investigate past events and, in doing so, develop the skills of chronological understanding, knowledge and interpretation and historical enquiry.

## Our Aims

We aim for children to;

- Develop the skills they need to carry out historical enquiry and to use sources effectively
- Understand the present in the context of the past.
- To learn about the major issues and events in the history of this country and of the world and how these events may have influenced one another
- Develop an understanding of chronology within which they can organise their knowledge of the past.
- Know and understand the history of the United Kingdom as a chronological narrative from the earliest times to the present day.
- Learn about significant aspects of the history of the wider world.
- Take an interest in the past and develop an appreciation of how people's lives have been shaped and influenced by events and achievements in the past.
- Gain a sense of their own identity within their family, community and society through learning about the development of their local area, country, Europe and the wider world.
- Understand methods of historical enquiry and develop the range of skills required to interpret primary and secondary source material.
- Use ICT to develop their understanding of historical facts and information.
- Distinguish between historical facts and the interpretation of those facts.
- Find evidence, weigh it up and reach their own conclusions.
- To gain and use historical vocabulary.
- Develop an understanding of historical terms and concepts such as cause and consequence, similarity and difference.
- To understand that events have a multiplicity of causes and that historical organisation can be debatable and sometimes controversial.

## **Teaching and Learning**

The development of historical skills should equip children to ask questions, think critically, weigh evidence and develop perspective and judgement. History teaching should help pupils to understand the complexity of life, the process of change, the diversity of societies and relationships between them.

Teaching makes clear that historical events can be interpreted in different ways and that searching questions, such as “how do we know?”, should always be asked about information that is given.

History provides experience of working with different source materials, documents, photographs, maps, artefacts, oral testimony, videos, secondary interpretations as well as visits. Children are encouraged to be imaginative when working with evidence while at the same time respecting it. They should be able to offer hypothetical explanations of past events, supported by carefully reasoned proof, and to test them by comparing sources, discussion and argument.

The school uses a variety of teaching and learning styles in History lessons. Staff believe children will learn best when they:

- have access to, and are able to handle artefacts
- visit historical sites, museums and places of interest
- have access to secondary sources such as books and photographs
- welcome visitors into school to talk about personal experiences of the past
- listen to and interact with stories from the past
- undertake fieldwork by interviewing family and older friends
- use role-play, drama and dance to act out historical events
- are shown, or use independently, resources from the internet and videos
- use non-fiction books for research
- are provided with opportunities to work independently or collaboratively,
- ask, as well as answer, historical questions.
- engage in creative activities

The Early Years Foundation Stage (EYFS) framework and National Curriculum for England and Wales provides the framework within which History at the school is delivered.

Each unit of work has been organised onto the school’s long-term History plan and in some cases, matched with other curriculum subjects and topics to support cross curricular teaching and learning.

Medium term plans are produced by class teachers and used as a working document to illustrate the skill development, lesson content, learning objectives, resources, differentiation; they also include evaluation/assessment notes. Planning is monitored by the history subject leader.

In order that all children, including those with Special Educational Needs and the More Able, can experience both success and challenge each unit of work is differentiated using a range of strategies including by task, expected outcome and the level of support provided.

Children’s progress will be monitored through observation and by using planning and learning objectives foci. The key skills for each year group are listed in the progression document under the areas;

- Chronological understanding
- Knowledge and interpretation of history
- Historical enquiry

## **Recording of History**

Pupils are encouraged to record their work using a variety of methods and to communicate their findings to others. This may include written or verbal reports, charts, collage, models, pictures and role play activities.

In the Foundation Stage and KS1, History will be incorporated into topics, where appropriate and work may be recorded in both whole class topic books and English Books.

In KS2, children will record their work in individual workbooks and also in their English Books.

## **Resources**

Some year groups store their own labelled topic boxes. A range of books for both Key Stages can be found on the non-fiction shelves of the library. It is the responsibility of the History leader, in liaison with staff, to rationalise and order equipment as appropriate to match curriculum topics.

A large proportion of the work undertaken by pupils will have an investigative approach. Pupils will learn about the past from a range of primary and secondary sources which will include:

- First-hand experience where possible – artefacts, visits, visitors and fieldwork.
- Use of computing technology.
- Reference books, maps, census returns, photos, letters.

## **History across the Curriculum**

History is used to enrich and support other areas of the curriculum.

- 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 are used in English lessons are historical in nature. Children develop oracy through discussing historical questions or presenting their findings to the rest of the class. They develop their writing ability by composing reports and letters and through using writing frames.
- Maths; children learn to use numbers when developing a sense of chronology through doing activities such as timelines. Children learn to interpret information presented in graphical or diagrammatic form.
- Computing; computing is used in history to enhance the children's enquiry skills by providing access to a range of information sources as well as providing opportunities for the presentation of their written work and data handling.
- Religious Education; history is often incorporated in RE when studying stories taken from different religions as well as when studying the role religion has played in shaping events throughout history.
- Music; when studying historical periods, music can be used as a multi-sensory stimulus or information source to enhance understanding of a topic.
- Geography and history are closely mapped out on the long-term plans to provide a geographical context to their historical learning of the wider world.

## **History Leader's Role**

The co-ordinator will monitor and evaluate History throughout the school to ensure that high standards of quality teaching is being provided. The subject leader will;

- Be available for advice and consultation to other members of staff
- Keep and update a History Action Plan, which sets out a progression of skills
- Be aware of the latest information on curriculum and disseminate this information
- Attend courses and disseminate information from them
- Be responsible for the formulation and updating of the History Policy
- Encourage staff to provide evidence of learning for the website
- Take responsibility for auditing, ordering and maintaining history resources
- Initiate liaison with secondary schools where applicable

## **APPENDIX – What children are taught**

### **Foundation Stage**

In the Foundation Stage, children experience history through the ‘Understanding our World’ area of the EYFS Framework. The children are taught about ‘People and communities’ and are encouraged to talk about past and present events in their own lives and in the lives of family members. They know about similarities and differences between themselves and others, and among families, communities and traditions. They use a range of information sources such as photographs and stories and use role play and discussions to develop their understanding of the world around them and also a sense of past and present time.

### **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. 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. Children 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 Stage 2.

Pupils should be taught about:

- Changes within living memory
- 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
- The lives of significant individuals in the past who have contributed to national and international achievements
- Significant historical events, people and places in their own locality

### **Key Stage 2**

The National Curriculum Programme of Study at Key Stage 2 continues to allow children 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. Children should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how knowledge of the past is constructed from a range of sources.

In planning to ensure progression, teachers should combine both overview and in-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 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 local history study

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- A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066
- 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 Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China
- Ancient Greece – a study of Greek life and achievements and their influence on the western world
- A non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300