



## HISTORY POLICY

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## **VISION**

A high-quality history education helps children to gain a coherent knowledge and understanding of Britain's past and that of the wider world. It should inspire curiosity to know more about the past, encouraging children to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. History helps children 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.

## **INTENT**

Our intent is to help children develop a sense of identity through learning about their cultural roots and shared inheritances and to develop a range of skills and abilities to encourage them to find out about, understand and interpret the past. We aim to arouse interest in and stimulate children's curiosity in learning more about the past, progressing from familiar situations to those more distant in time and place. We intend to help children to understand the present in the light of the past; to gain a coherent knowledge of Britain's past and the wider world; to think critically and develop perspective and judgement; to enrich other areas of the curriculum; and to contribute to their knowledge and understanding of other countries and cultures.

## **TEACHING AND LEARNING**

The National Curriculum (2014) outlines the expectation that all children will:

- know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world,
- know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind,
- gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry',
- understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses,
- understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed.

To enable continuity of learning and progression, the local learning community facilitates liaison between Lower and Middle Schools ensuring agreed division of curriculum coverage between Lower and Upper Key Stage 2.

Through learning and teaching History, we will:

- improve children's skills in English, Mathematics and Computing,
- develop children's thinking skills,
- promote children's awareness and understanding of gender, cultural, spiritual and moral issues,
- encourage children to become active citizens.

## **Planning**

At Greenleas School, subject specific lessons are taught to ensure that children have exposure to the necessary skills and knowledge to meet the expectations of the National Curriculum. Long term plans have been developed to sequence the learning from Early Years through to the end of Year 4 planning ensuring progression of knowledge and skills which builds on children's prior learning.

Knowledge organisers have been created by subject leaders to ensure units of learning cover the necessary learning objectives, learning opportunities and subject specific vocabulary. These are taken from the long-term plans and are used as medium-term plans.

Class teachers then expand on the knowledge organisers (medium term plans) to create short term plans for each lesson.

Within Foundation Stage History makes a significant contribution to developing a child's knowledge and understanding of the world as set out in the objectives within the Early Learning Goals. This is achieved through a variety of activities which may include dressing up in historical costumes, examining pictures or photographs of famous people throughout history and discovering the meaning of historical vocabulary in relation to their own lives (e.g. 'new' and 'old').

In Key Stage 1 children develop an awareness of the past, are able to fit people and events they are studying into a chronological framework and begin to identify similarities and differences of how people lived in different periods and learn about significant people and events from the recent and distant past and those within the local area.

In Key Stage 2 children continue to develop chronological knowledge and understanding of British and world History and understand that our knowledge of the past is constructed from a range of sources which can mean that interpretation of past events can be different.

### **Resources**

A wide collection of artefacts, internet resources, reference and activity books are available to both Key Stages. School trips are arranged to a variety of venues which enrich children's experience and understanding of History. We also encourage a wide range of visitors to school, such as children's grandparents, who help to make History more meaningful.

### **ASSESSMENT**

Assessment is regarded as an integral part of teaching and learning and is a continuous process. Assessments are used to inform planning and complete the evaluation cycle. It is the responsibility of the class teacher to assess all children in their class and lessons are structured with opportunities for Assessment for Learning throughout. This enables teachers to evaluate what has been learned, review success criteria and address misconceptions. Alongside the formative assessments, children complete 'cold tasks' at the start of each unit which aid teachers with their planning to identify gaps in pupils knowledge of the unit and also strengths which can be built on and developed further. At the end of each unit the children carry out the same task again, this time as a 'hot task' which highlights the progression of children and also where individuals/groups still have misconceptions. These gaps in learning are then targeted and recapped through retrieval questions at the start of each History lesson.

### **REPORTING**

Children's progress, achievements and attainment are reported at parents' consultations during the autumn and spring terms and also twice a year through a written report.

### **MONITORING AND EVALUATION**

History subject leaders will:

- conduct on-going subject monitoring and work scrutiny to ensure curriculum coverage
- monitor whole school planning (short, medium and long term),
- collect evidence of good practice (e.g. photographs, displays, written work),
- support teachers e.g. co-planning, team teaching, observations and feedback,
- review resource provision,
- evaluate implementation of the History policy throughout school.

### **ADDITIONAL NEEDS**

The SENDCO, Subject Leaders and Phase Leaders provide advice for teachers on providing support to individuals with Special Educational Needs, including More Able and Talented children. Children's individual needs are addressed through in-depth planning and the provision of resources which support learning. Targets identified in children's Educational Health Care Plans and Provision Maps are specified in teachers' planning