



# History Policy

**Our mission is to inspire, nurture and challenge every learner to achieve their full potential.**

## **Introduction**

We believe that the purpose of teaching History is to stimulate children's interest and understanding about the life of people who lived in the past. We teach children chronology, and through this they develop a sense of identity and a cultural understanding based on their historical heritage. Thus they learn to value their own and other people's cultures in modern multicultural Britain and, by considering how people lived in the past, they are better able to make their own life choices today. We teach children to understand how events in the past have influenced our lives today; to investigate these past events and, by so doing, to develop the skills of enquiry, analysis, interpretation and problem-solving.

## **Aims**

Through our teaching of History we aim for children to:

- 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.
- Understand the achievements of Ancient Civilisations including non – European countries. E.g. Ancient Sumer; The Indus Valley; Ancient Egypt
- Develop an understanding of chronology within which they can organise their perceptions of the past.
- Use and understand historical vocabulary e.g. Empire, civilisation, parliament and peasantry.
- To ask and answer historical questions focusing on similarities and differences, cause and consequence, as well as continuity and change.
- Use historical evidence to draw conclusions about events and periods in time.
- Understand significant historical events, places, people in Trowbridge and the locality.
- Develop an awareness of changes that have happened in their own lifetime as well as significant events beyond living memory. For example, The Great Fire of London.
- Know about the lives of significant individuals in the past who have contributed to world events and make comparisons between individuals. E.g. Queen Elizabeth I and Queen Victoria.
- Within Key Stage Two children should be taught about:
  - 1) Changes in Britain from the Stone Age to the Iron Age
  - 2) The Roman Empire and its impact on Britain
  - 3) Britain's settlement by Anglo-Saxons and Scots
  - 4) The Viking and the Anglo – Saxons struggle for the Kingdom of England to the time of Edward the Confessor.
  - 5) A Local History Study
  - 6) Ancient Greece
  - 7) A Non – European society that provides contrast with British history.

Through History we can also:

- Develop cultural understanding.
- Develop pupils as active citizens.
- Celebrate high levels of success and excellence.
- Develop an understanding of chronological understanding within Mathematics
- Stimulate an interest in the past and an appreciation of human achievements and aspirations.
- Provide children with opportunities to handle and explore artefacts.

## **Principles of Practice**

- History is a foundation subject and may be taught through topic work, discretely or form part of a core subject where appropriate.
- Children are provided with opportunities to visit places of historical significance in FS2, KS1 and KS2 as well as handle artefacts and access primary resources.
- Opportunities for visitors to come into school must be explored and promoted for all children within Holbrook Primary School  
A wide variety of stimuli should be used as a starting point for engaging children in History e.g. Pictures, poetry, drama etc
- Wherever possible, History should be embedded within the Cornerstones topics
- History lessons are planned to ensure progress for every child. Every child experiences 'challenge' within History lessons to develop key skills in this subject. A range of resources are used to support the teaching of History including:
  - ICT Resources
  - Visual / auditory resources (e.g. video / sound clips.)
  - Artefacts
- History lessons include a 'What? Why? How?' that focuses on History skills.

## **Learning and Teaching**

- History teaching focuses on enabling children to think as historians.
- 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.
- Teaching and learning in History must ensure that all learning styles of the children are met (auditory, visual, kinaesthetic) through a wide range of learning opportunities. History is recorded through floor books, photographic evidence, drawings, written work, art, design technology. Planned activities give children the opportunity to work independently, in pairs and small groups.

Teachers / HLTAs (and where appropriate, LSAs) will –

- Strive to provide inspiring, engaging historical experiences. The teacher's role is therefore varied – someone who observes, facilitates, supports, provides a critical audience, models and scaffolds.
- Demonstrate high levels of Historical knowledge about the topic being taught.
- Have a clear understanding of the objectives being taught, openly sharing these with the pupils.
- Plan for well-paced lessons, which drive learning forward and ensure pupils make progress within lessons.
- Pass on their optimism and high expectations for success to the pupils.
- Appropriately use a range of teaching strategies, (including direction, demonstration, modelling, scaffolding, explanation, targeted questioning, initiating and guiding exploration, discussing and challenging ideas generated by the pupils).

HLTAs/Teaching assistants/ other adults will –

- Demonstrate competent History skills
- Play an active role during whole class sessions, supporting the learning objective
- Support the teacher in the plenary of whole class sessions

## **Planning**

We use the National Curriculum and Early Years Foundation Stage guidance (EYFS) as the basis for implementing the statutory requirements of the programme for Music. Target Tracker Foundation Subject Skills Sheets are used to inform planning to ensure that key concepts are being covered in each year to allow pupils to make progress. Wherever possible, pupils should be involved in the planning and evaluation processes as part of our pupil inspired curriculum approach.

## **Organisation**

History is a foundation subject and is taught through the class topic or discretely if necessary. Some topics during the academic year will allow History to be taught more in depth than others. The main features of a topic lesson linked to History will include whole class teaching, independent or group activity and a plenary (a lesson review where children reflect in the learning that has taken place.)

In foundation stage History falls within the area of learning called 'People and the Communities' in the EYFS profile.

### **Special Educational Needs**

All pupils have full access to History lessons.

In class, the teacher will set differentiated tasks to support less able, and extend the more able.

All pupils will be taught so that they remain in the zone of challenge. Questions which stretch and extend thinking will be used.

### **Equal opportunities**

All pupils are entitled to access the History curriculum at a level appropriate to their needs arising from race, gender, ability or disability. Fieldwork may have to be adapted to individual requirements.

### **Assessment and Recording**

Assessment in History is an on-going process based on objectives linked to the National Curriculum 2014. Teachers will assess History at regular intervals throughout the year. Pupils will be assessed as having achieved, not achieved or exceeded expectations as set out in the curriculum. We use this as a basis for planning further topics throughout the academic year.

In foundation stage History falls within the area of learning called 'People and the Communities' in the EYFS profile. History will be assessed through Learning Journeys.

### **Monitoring and Evaluation**

Monitoring of the standards of children's work and of the quality of teaching in History is the responsibility of the History subject leader. The History subject leader also supports colleagues in the teaching of History, is informed about current developments in the subject, and provides a strategic lead and direction for the subject in the school.

### **Conclusion**

This policy should be considered alongside other relevant policies. It will be reviewed by the governing body as part of its schedule of policy review.

November 2015