



Greenfield Primary School

HISTORY POLICY

Approved by Governors (date)

Signed on behalf of the Governing Body

Chair of Governors

GREENFIELD PRIMARY SCHOOL

HISTORY POLICY

Rationale

Greenfield Primary School aims to provide a high quality History curriculum for all children, including LAC, D/SEN, FSM, G&T, EAL, Disadvantaged/Pupil Premium and other vulnerable groups, such as new arrivals and 'hard to reach' families. History provides a window onto the diversity of human experience, and allows us to understand more about ourselves as individuals and members of society. What we learn from the past may influence our personal choices, attitudes and values in the present and future.

History fires children's curiosity about the past in Britain and the wider world. At Greenfield, we believe that it is important for pupils to consider what past societies were like and how our current knowledge, understanding and attitudes have been shaped by what has gone before. Through the study of history, we learn how 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.

In History, pupils 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.

Purpose

The teaching of History aims to provide access to varied and stimulating activities for all pupils irrespective of race, gender or level of ability:

- Pupils develop a lively interest in and awareness of the past and the way in which it differs from the present.
- Pupils have opportunities to observe carefully, reflect on what they are learning and think deeply.
- Pupils have the opportunity to explore human feelings and emotions, by reflecting upon their own experiences or by empathising with the experiences of those in the past.
- Pupils are encouraged to ask their own historically-valid questions about the past and consider how they might go about finding answers.
- Pupils are able to communicate their knowledge and understanding of history in a variety of ways.
- Pupils realise that there are a variety of ways to find out about the past and 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.
- Pupils recognise that actions have consequences and consider the results of events and decisions in history.
- Pupils develop co-operation and collaboration through activities such as carrying out research or performing an historical dance or role-play.
- Pupils develop a clear sense of chronology, beginning to make some connections between past periods and societies and including the learning of some significant dates.

- Pupils 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.
- Pupils gain an understanding that the society in which they live has been shaped by past developments, for example by studying the Roman legacy or 'Houses through History'.
- Pupils 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.
- Pupils gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry', alongside vocabulary showing an understanding of the passing of time.
- Pupils 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, and create their own structured accounts, including written narratives and analyses.
- Pupils gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.

Guidelines for teachers – our aims at Greenfield are:

- To incorporate whole school aims and priorities in the learning and teaching of history.
- To meet the requirements of the National Curriculum and Early Learning Goals.
- To provide an interactive learning experience for children including visits to historical sites and museums, drama groups, themed days and historical walks.
- To include links with other subjects in order to enhance the quality of teaching and learning.
- To ensure that key English skills are an expectation, with opportunities for speaking and listening, reading and extended writing referenced in planning.
- To ensure the provision of challenge for pupils at all levels of attainment.
- To use a variety of teaching and learning strategies to fully develop each child's potential in History.
- To provide access to a variety of historical sources including artefacts, records, text and computing.
- To use assessment to inform and enhance the overall provision of History within the curriculum.
- To incorporate homework tasks which promote the use of key skills to explore people and events in history.
- To promote global citizenship through History, for example by exploring cross-curricular links with Geography and computing to find out about people and places.
- To promote key skills through History, such as communication, computing, working collaboratively, improving own learning and performance and problem solving.
- To promote key thinking skills through History, such as enquiry, reasoning, debating, information processing and evaluating evidence.
- To overcome any barriers to learning in History by providing, as necessary, support to access text and the use of alternative communication methods e.g. computing or speech to allow pupils to demonstrate understanding and maintain concentration and motivation.

- To promote mutual respect and tolerance for all cultures.

History in the Foundation Stage

Pupils talk about past and present events in their own lives and in the lives of family members. They answer 'how' and 'why' questions about their experiences and in response to stories or events. Pupils use talk to organise, sequence and clarify thinking, ideas, feelings and events. They are encouraged to use the past tense accurately when talking about events that have happened. Pupils should be taught ways of finding out information from non-fiction texts and by using technology. They should also explore ways of preserving memories of special events, e.g. making a book, collecting photographs, video recordings, drawing and writing.

History in KS1

Pupils should develop an 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. They 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 in the new national curriculum, teachers are often introducing pupils to historical periods that they will study more fully at key stages 2 and 3.

History in KS2

Pupils should continue 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. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources.

In planning to ensure the progression described above through teaching the British, local and world history outlined in the new national curriculum, teachers should combine overview and depth studies to help pupils understand both the long arc of development and the complexity of specific aspects of the content.

Planning, Assessment, Monitoring and Review

All year groups produce their own medium term plans for each of the history topics they teach, with copies stored on the T-drive and also in the subject leader's file. The subject leader is therefore able to easily evaluate the implementation of the curriculum. Assessments are made at the end of the year by the class teacher. Judgements are made against age-related expectations in history using the symphony assessment sheets and all

pupils are assessed as either: emerging (B), expected (S) or exceeding expectations (S+). It is the responsibility of the history subject leader to gather in class data at the end of the year and work out percentages for classes and cohorts. This information should then be used to drive improvement in history and forms the basis of the annual subject report. The subject leader, SLT and governors (through the learning and well-being committee) monitor standards and attainment in history based on age-related expectations. The history subject leader also supports colleagues in the learning and teaching of history and organises staff INSET and CPD as appropriate. Parents are updated about progress and attainment in history at parents' evenings in the autumn and spring and in the written report at the end of the year. Class blogs are also used as a means of sharing topic work, special events, activities and visits related to history.

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