

**History Policy**

Havannah Primary School will provide a high-quality history education, which 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.

**Aims**

The aims of history in our school are:

• To promote positive attitudes and enthusiasm for history

• To ensure the progressive development of historical concepts, knowledge, skills and attitudes

 • To introduce pupils to what is involved in understanding and interpreting the past

 Taking into account the requirements of the National Curriculum (2014), we will ensure all 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

 • 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 man kind

 • 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.

• gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, 3 military, political, religious and social history; and between short- and long-term timescales.

History is taught at Havannah Primary School using a topic-based approach. Skills and knowledge are taught in a thematic cross-curricular way and the learning that takes place links directly to the topic being covered. History is time tabled as being a ‘topic’ lesson. History teaching focuses on enabling children to think as historians. We place an emphasis on using a range of sources, both primary and secondary.

The requirements of the National Curriculum and the age and ability of the children influence the resources employed.

• Artefacts, pictures and photographs, stories, myths and legends, written sources including documents and printed sources, computer-based materials and computer-generated simulation activities.

• Music

• Visiting adults talking about the past

• Buildings and sites of historical significance, educational visits to museums, the use of fieldwork

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. Approaches to teaching relate to the historical content and the expected outcomes of learning. Whole class teaching might be suitable for acquiring knowledge, while discussion in small groups gives opportunities for investigation work with artefacts. Role-play and simulation activities may help develop understanding and empathy.

We recognise the fact that in all classes there are children of widely-different abilities in history and we seek to provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child.

We achieve this by:

 • Setting common tasks which are open-ended and can have a variety of responses

 • Setting tasks of increasing difficulty - not all children complete all tasks 4

• Grouping children by ability in the room and setting different tasks for each ability group

 • Providing resources of different complexity depending on the ability of the child

• Using classroom assistants to support children individually or in groups.

**History Curriculum**

The national curriculum defines the content of the school curriculum for history:

**Key Stage 1**

Pupils will be taught about the past, using common words and phrases relating to the passing of time. They will learn 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 will be taught a wide vocabulary of everyday historical terms. Children will 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 will study some of the ways in which we find out about the past and identify different ways in which it is represented.

**Key Stage 2**

Pupils will 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 will note connections, contrasts and trends over time and develop the appropriate use of historical terms. They will regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. Children will construct informed responses that involve thoughtful selection and organisation of relevant historical information.

They will understand how our knowledge of the past is constructed from a range of sources. The school will follow the 2014 National Curriculum Programmes of Study, which are detailed in the long term plan. Our curriculum planning is split into three mileposts (Key Stage 1, Lower Key Stage 2 and Upper Key Stage 2) and works on a two year rolling programme. Our long-term plan maps the topics studied in each term, throughout the two year programme. Some topics focus more heavily on history than others, so teachers, alongside the subject leader carefully plan to ensure full curriculum coverage. In this way we ensure that children have complete coverage of the National Curriculum but do not have to repeat topics.

 A copy of the long term plans are kept in the subject leader's file and are also displayed on the staff noticeboard. Our medium term plans, detail the objectives and activities tasks that will be covered for each topic, in the format of a topic web produced by the class teacher at the start of each term. They are kept in the planning files held by each class teacher.

Our short term plans detail specific learning objectives, activities and success criteria for each lesson. They are kept in the planning files held by each class teacher. We plan the topics in history so that they build upon prior learning. Children of all abilities have the opportunity to develop their skills and knowledge in each unit and, through planned progression built into the topics, we offer them an increasing challenge as they move up the school.

**Foundation Stage**

We teach history in the foundation stage as an integral part of the topic work covered during the year. We relate the history side of the children’s work to the objectives set out in the Early Learning Goals (ELGs) which underpin the curriculum planning for children aged three to five. History makes a significant contribution to the ELG objectives of developing a child’s knowledge and understanding of the world through activities such as dressing up in historical costumes, looking at pictures of famous people in history or discovering the meaning of new and old in relation to their own lives.

**Cross Curricular links**

As well as taking its own part in the school Curriculum, history contributes to the wider aims of Primary Education. English With careful planning, history affords opportunities for children to develop and apply their Literacy skills. Reading and writing skills are essential for undertaking historical enquiry, for collecting information and source material, making notes and following instructions. Children should be able to communicate in ways appropriate for the task and the audience, for example, when interviewing older people about life in the past. Discussion, presentations, drama and role play are significant ways in which children can increase their understanding of different historical viewpoints and perspectives. Evaluating historical evidence requires children to articulate their ideas, and to compare and contrast their views with those of other people.

**Mathematics**

Through teaching history, children can apply their mathematical skills by analysing data, and studying chronological information. The use of fieldwork data, timelines and charts contributes to the children’s mathematical understanding.

**ICT**

The use of ICT can help children’s learning in history by providing a great deal of information. Historical understanding can be enhanced when using laptops and i-pads to research a significant person, event or life in the past. Pupils can access on-screen timelines to help to develop their chronological awareness. Databases can be used to search for information and identity and explain patterns of change. Children can view countless websites of museums and historical sites around the world.

**Geography**

There are close links between the two subjects as they are both taught within our topic lessons. An investigation of how an aspect of the local area has changed over a long period, or how the locality was affected by a significant national or local event, will link both history and geography. As children study British, European and world history they will use and develop their mapping skills and discover the location of places.

 **Spiritual, Moral, Social and Cultural Development through History**

 History promotes the following: Spiritual Development

• Beliefs, religious or otherwise, which inform their perspective on life and their interest in and respect for different people’s feelings and values

• Sense of enjoyment and fascination in learning about themselves, others and the world around them, including the intangible

• Use of imagination and creativity in their learning

• Willingness to reflect on their experiences. Moral Development

• Understanding of the consequences of their actions and others

• Interest in investigating, and offering reasoned views about, moral and ethical issues. Social Development

• Use of a range of social skills in different contexts, including working and socialising with pupils from different religious, ethnic and socio-economic backgrounds

• Interest in, and understanding of, the way communities and societies function at a variety of levels. Cultural Development

• Understanding and appreciation of the wide range of cultural influences that have shaped their own heritage

• Willingness to participate in, and respond to, for example, artistic, musical, sporting, mathematical, technological, scientific and cultural opportunities

• Interest in exploring, understanding of, and respect for cultural diversity and the extent to which they understand, accept, respect and celebrate diversity, as shown by their attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities.

**Equal Opportunities**

All teaching and non-teaching staff should ensure that all pupils, irrespective of gender, ability, ethnicity and social circumstances, have access to, and make the greatest progress possible, in all areas of the curriculum. History provides opportunities for teaching that reinforces this ideal. Special Educational Needs Children with special educational needs are taught the full history curriculum which is tailored by their teacher to meet their needs. Some children may receive additional support to help them take a full and active role in history lessons. Tasks will be adapted if necessary to help children to succeed and reach their potential. See Special Education Needs Policy for more details.

**Assessment, Record keeping and Reporting**

Initially, children’s work in history is assessed by making informal judgements as we observe them during each history lesson. On completion of a piece of work, the teacher marks the work and highlights the success criteria in accordance with the school’s marking policy and comments as necessary. This will provide the basis for the summative assessment at the end of each term. At the end of each topic, the children will be assessed against criteria: emerging, exceeding and expected expectations for the key history objectives. Teachers should judge which description best fits the pupil’s performance.

 It is important in the assessment of history that the children can use their knowledge, skills and understanding to describe events and to give explanations why people acted as they did. Pupils should also be able to record their knowledge in a variety of ways, using dates and historical terms.

 **Resources**

We have a range of resources in our school used to teach the topics. We keep resources and artefacts in labelled topic boxes in a central store or in the relevant classrooms. In the library, we have a good supply of history topic books and we have access to the ICT suite, laptops and iPads in order to access useful websites to support the children’s individual research.

We also use local museums and local historical sites for additional resources, and to provide opportunities to develop children's history skills and knowledge with trips to these places.

Resources are subject to ongoing reviews as new topics are still being introduced.

**Monitoring and review**

 The history subject leader is responsible for:

• Monitoring the standard of the children’s work and the quality of teaching and learning in history

• Reviewing and contributing to teacher's planning to ensure full coverage of the National Curriculum through the topic units taught

• Supporting colleagues in the planning, teaching and assessment of history

• Informing colleagues about current developments in the subject, providing advice and maintaining the availability of resources and the history curriculum budget.

• Evaluating the strengths and weaknesses in the subject and highlighting areas for further improvement on the school action plan.

Monitoring of the subject will take part termly and will involve:

• Planning and book scrutiny

• Class swaps

• Interviews with pupils

• Checking assessments are up to date

The history policy will be reviewed annually.