



Policy title: History

Date created: April 2020

Date ratified:

Next Review Date: September 2021

Signed:

1. Introduction

A high-quality history education 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 (National Curriculum, 2014).

"A generation which ignores History has no past and no future." -Robert Heinlein

2. Quality of Education

2.1. Intent of the Curriculum

2.1.1. Curriculum design and coverage

Our curriculum intent for History is:

- DIVERSITY – promoting role models in History and challenging stereotypes
- VALUES – working together creatively and being open minded when deciding the outcomes of historical enquiries or debates
- ASPIRE – working with and visiting inspiring historical professionals or exhibits
- RESILIENT – positive attitudes working with others and solving problems
- THINK CRITICALLY – contemplating whether History is accurate
- ENGAGING – seeking cross curricular links where possible

2.1.2. Knowledge and skills – National Curriculum

The National Curriculum sets out programmes of study for Key Stages 1 and 2. This ensures continuity and progression in the teaching of History. The aims for our pupils are to:

- 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
- 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

2.1.3. Knowledge and skills – EYFS Statutory Framework

The EYFS Framework in relation to History aims for our pupils to develop skills and talk about the similarities and differences in relation to places, objects, materials, living things and themselves and others (among their families and communities). As well as this, EYFS children should be able to talk about past and present events in their own life and lives of their family, providing the basis for the National Curriculum aims above.





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2.1.4. Special educational needs & disabilities (SEND)

History lessons should be planned to meet the needs of all learners. It is the teachers' responsibility to ensure that all children are challenged at a level appropriate to their ability and that everyone is involved within the unit of study.

2.1.5. Cultural capital and diversity

Challenging stereotypes and promoting the impact of a variety of inspirational historical figures locally and nationally is key to developing children's attitudes. Working with a range of individuals from within the sector, and using links with local and national museums, such as the National History Museum.

2.2. Implementation of Teaching and Learning

2.2.1. Subject knowledge – Long Term Planning

As a staff we have created a long-term plan for History to create as many links as possible. The coverage of History across the school ensures that every two-year topic cycle covers the required time periods and historical figures to cover the National Curriculum.

2.2.2. Subject knowledge – Medium Term Planning

Medium Term Plans are created using the agreed school format and should demonstrate a build up of skills understanding chronology, showing continuity and change, understanding cause and consequence, using a range of sources, engaging in historical enquiry and identifying contrasts and similarities. A History unit may take place through a series of weekly lessons, over a couple of whole days or even longer but roughly six afternoon sessions is a guide to the time allocated per unit. Teachers endeavour to teach History in a multitude of ways, including cross curricular links.

2.2.3. Formative assessment

Teachers make assessments of children through observation of using historical skills and using these to participate in a historical enquiry. Assessment should be made about both understanding key events from the time period as well as adequately using the historical skills. These ongoing assessments inform future planning and teaching. Lessons are adapted readily, and short-term planning evaluated in light of these assessments.

2.2.4. Resources

Resources are kept in the class rooms or the library and maintained by the History leader. It is the role of the class teacher to ensure they request items for any future topics and if resources are limited to inform the History coordinator. During a History unit, care must be made to use resources carefully and children must be aware of the responsibility for the fragility of the artefacts (if any are being used).

2.2.5. Learning environment

During a History project the classroom environment may be adapted. Separate areas for artefacts and materials and space for children to role-play must be made, if necessary. Assessing risks and ensuring the health and safety of everybody in the room is paramount.

2.3. Impact

2.3.1. Summative assessment

Annual judgements for History are made in Target Tracker for Y1-Y6 and History is reported through the EYFS framework. Judgements are made through formative observations throughout the year for both historical skills and knowledge of the time period.

2.3.2. Preparation for next stage of education

Using the progression of skills document, decided by teachers and History lead, to plan MTP ensures that the children have achieved the necessary skills in order to aid them to be ready for their next stage of education.

2.3.3. High quality pupil work





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Completed historical enquiries should be celebrated and should have a purpose and the build-up of historical skills is key. During the build-up to the historical enquiry the teacher teaches skills and guides the pupils. During the final enquiry, the emphasis is on children to use the necessary skills to solve a problem independently with the teacher carefully questioning and challenging children to succeed.

2.3.4. Applying learning

Children are encouraged to apply their learning within and from other subjects – for example English, maths and art all have influences upon History and vice versa.

3. Behaviour and Attitudes

3.1. Attitudes to learning

Children are taught to use the historical skills to solve problems, participate in debates or participate in an historical enquiry and self-directed learning is encouraged. Children need to be challenged to solve problems independently but also supported where needed.

3.2. Positive and respectful culture

Staff and children will respect each other's abilities in History and aim to support each other to be the best they can be in a safe and supportive environment. Collaborative learning and thinking critically are key within this subject and must be managed carefully.

3.3. Supporting colleagues

Colleagues will be supported by the History coordinator and provided with CPD or key ideas to develop their teaching when appropriate.

4. Personal development

4.1. Social, Moral, Spiritual, Cultural

Children will:

- Work together to solve problems
- Make responsible moral decisions and act on them, helping others
- Make an active contribution in History sessions
- Understand, appreciate and contribute to a positive mindset culture

5. Leadership and management

5.1. Roles and responsibilities

Leadership

- To lead in the development of History throughout the school.
- To monitor the planning, teaching and learning of History throughout the school.
- To help raise standards in History.
- To provide teachers with support in the teaching of History.
- To monitor and maintain high quality resources.

Staff

- To adhere to the policies and provide children with challenging yet engaging activities within a supportive and understanding atmosphere

Children:

- To be positive when approaching History
- To try their best

5.2. Continuing professional development





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Staff needs in CPD in relation to History may come through performance management, recognition of a whole school need or through the needs of individual pupils.

5.3. Community links

GWPS have worked with a variety of outside agencies and museums to inspire our pupils within this industry. Children across the school have visited national and local History sites and the careers that are available in History have been shown to them.

5.4. Working with governors

The History coordinator links with a key governor who reports back to the Full Governing Body progress in History teaching, learning and data. Learning Walks including governors are taken triennially.

5.5. Inclusion and equal opportunities

This policy is in line with the school's 'Equality' policy. The aim is to ensure that everyone makes progress and gains positively from lessons and to plan inclusive lessons. Positive discrimination may be necessary to address some of the gender stereotypes that children may have developed. We are also ensuring that we teach a diverse range of cultures and that a wide range of significant people are studied.

5.6. Safeguarding

The safety of children is paramount in all situations. High standards of behaviour are expected in any lesson. A senior member of staff will be called if the child needs to be removed. Great Wilbraham CE Primary School is committed to safeguarding and promoting the welfare of all children.

5.7. Health and safety

History sessions can entail the use of a variety of artefacts and equipment that without care and consideration could cause harm. At all times a safe and healthy environment is maintained, artefacts and equipment are checked before use and risk assessments are undertaken (if necessary) to ensure there is a safe working environment. Any issues are reported to the Headteacher, the County health and safety policy should be adhered to for all Historical activities (including trips and handling of artefacts).

5.8. Reviewing and monitoring

This policy will be renewed triennially in accordance with updates on History.

6. **Links to other policies**

6.1. Curriculum Policy

6.2. Assessment Policy

6.3. Health and Safety Policy

7. **Appendices**

