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**Associated policies**

Equality

Assessment for learning

Teaching and learning

Feedback and marking

This policy will be reviewed every three years.

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## 1. Rationale

Children are interested in the world around them and its past. The study of History makes a valuable contribution to their understanding of all aspects of life giving a sense of identity and heritage. History is valued in its own right and for its cross curricular links. We teach children to understand how events in the past have influenced our lives today; we also teach them to investigate these past events and, by so doing, to develop the skills of enquiry, analysis, interpretation and problem-solving.

## 2. Aims

- Be interested and observant about the historical and social aspects of their local environment, British and World history.
- Help students develop chronological awareness when studying significant events and people.
- Compare and contrast the past with the present.
- Ask questions, form hypotheses, have opinions and develop their own point of view.
- Collect and record evidence from a variety of sources.
- Respect the values and cultures of people represented in the past and present.
- Develop skills of enquiry, investigation, analysis, evaluation and presentation.
- Work individually and co-operatively, listening to and valuing the opinion of others.

## 3. Teaching and learning

History teaching focuses on enabling children to think as historians. Teaching approaches include examining historical artefacts and primary sources. In each key stage children are given the opportunity to take part in educational visits of local and of historical significance. The importance of stories in history teaching is valued and we regard this as an important way of stimulating interest in the past. Helping children understand that historical events can be interpreted in different ways is a focus and pupils are encouraged to ask searching questions, such as 'how do we know?' about information they are given.

All classes have 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;
- 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.

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The following points are considered in planning learning opportunities in History:

### HISTORY LESSON AND ACTIVITY PROMPT LIST

1. Does it address a valid history objective?
  - change and continuity;
  - reasons and results;
  - interpretations;
  - evidence;
  - significance
2. Is it obvious where it fits into a wider framework?
3. Have I planned some good history questions which engage the children in "hard thinking," enhanced their curiosity and desire to discuss?
4. Does it involve children having to solve some problem independently - investigate, speculate debate, make connections, select making use of "real" evidence?
5. Is there enough time for them to do the work in enough depth?
6. Does it allow them to see differences between their lives and those in the past and involve imagining things from different perspectives?
7. Is the content of real interest that it engages their attention including using interesting stories?
8. Have I used some stimulating resources?
9. Does it enable progress to be monitored?

### Curriculum organisation

- Our teaching is based on the National Curriculum and is implemented through a cross-curricular themed approach. Themes are included in the long term planning for each year group. In the foundation stage, teaching is based on the Early Years Foundation Stage and is implemented as part of Understanding the World through child led themes.
- The class teacher writes the lesson plans for each history lesson (short-term plans). These plans list the specific learning objectives of each lesson. The class teacher keeps these individual plans. Teachers are asked to consider the following when planning:

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### Key ideas KS1

1. A world existed before they and those around them were born;
2. All people in the past did not live at the same time;
3. The past can be described in different ways - old, new, yesterday, last year etc;
4. The past was different to today but some things are the same;
5. People in the past had feelings and usually did things for a reason;
6. Not everyone in the past thought the same;
7. People in the past did not always think the same things were as important in their lives as you do today;
8. Things did not always turn out as they planned;
9. We find out about the past from different sorts of evidence;
10. We never know everything that happened in the past;
11. We can disagree about what was happening in the past and it does not necessarily mean that some people are wrong.

### Key ideas KS2

1. A world existed before they and those around them were born - some things occurring many years ago;
2. The past can be described in different ways - dates, period labels, decade, century etc;
3. The past was different to today, some things have changed but some things are the same;
4. People in the past had feelings and emotions usually doing things for a reason and often for different reasons. Although there may be different reasons, some might be regarded as more important;
5. It is not always easy to work out why things happened and why people did things;
6. Reasons can be connected to results but things did not always turn out as planned;
7. We can put together a story about the past in different ways. It is we ourselves who put together the stories of history and it can be different if we use different information or have views about what is important. This does not mean that one version is right and another wrong. We might have different views as to whether something has improved or got worse and our views are not necessarily the same as those in the past;
8. People in the past did not always think the same things were as important in their lives as you do today;
11. We find out about the past from different sorts of information such as writing, artefacts, pictures. Some topics have lots of surviving information and some not very much;

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12. Not all the information can be trusted. We always need to be careful when using any evidence from the past. With care though we can make some use of all information - it always tells us something about the past;

13. It is often better when we can find more than one piece of information. The more we find, the more we are likely to be closer towards what probably happened;

14. There is a difference between a source and evidence. The source is the information but it is you or the historian who uses it as evidence in your own way to answer your questions.

**To ensure an enquiry based approach to teaching and learning in History, possible enquiry questions have been matched to the long term topic themes;**

Cycle A	Cycle B	
<p><b>Columbus and Armstrong</b></p> <p>Who should be more famous, Columbus or Armstrong?</p> <p>Who has made the biggest achievement?</p> <p>Which discovery was the most important?</p> <p>Would you rather have been a passenger of Columbus or Armstrong? Why?</p> <p>How can we find out about these historical figures?</p>	<p><b>Great fire of London</b></p> <p>What happened during the Great fire of London?</p> <p>How did the Great fire change the future of London?</p> <p>Why are some days special?</p> <p>Why do we remember some dates?</p>	<p><b>Seaside holidays</b></p> <p>What would a child from Victorian times find unusual about our holidays?</p> <p>How do we know what seaside holidays in the past were like?</p> <p>How have holidays changed over time?</p>
<p><b>Ancient Egyptians</b></p> <p>Who were the ancient Egyptians?</p> <p>What can archaeology tell us about the ancient Egyptians?</p> <p>What made the Egyptians a civilisation?</p> <p>Were the Egyptians right to mummify the dead?</p>	<p><b>Romans</b></p> <p>How did the Romans live?</p> <p>What made the Roman army strong?</p> <p>What was Boudicca's opinion of the Romans?</p> <p>How did Boudicca's revolt affect the Romans?</p> <p>Who would you support Boudicca or the Romans?</p> <p>Did the Romans create a British legacy?</p>	<p><b>World war 2</b></p> <p>How bad did life really get for children in world war 2?</p> <p>Was it right to evacuate children?</p> <p>Did World War 2 make Britain stronger?</p> <p>How did world war 2 change family life in the 1940s and for the future?</p>

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<b>Ancient Greeks</b>	<b>Anglo Saxon/ Vikings</b>	<b>Stone/Bronze/Iron age</b>
<p>What did the Ancient Greeks believe?</p> <p>How have the ancient Greeks shaped our world?</p> <p>Why were Athens and Sparta so different?</p>	<p>How did the Anglo Saxon way of life change?</p> <p>How 'great' was king Alfred?</p> <p>What can we tell from artefact burials?</p> <p>What can the stories of the Anglo-Saxons tell us about them?</p> <p>Why did the Vikings come to Britain?</p> <p>Did the Vikings come to settle or raid?</p>	<p>Is it important to study prehistory?</p> <p>What can the prehistoric period teach us about the Geography of Britain?</p> <p>What can we learn from Stonehenge?</p> <p>Stonehenge- an historical site of importance or just a collection of stones?</p> <p>What was the impact of bronze on everyday life?</p> <p>Which had the greater impact; bronze or iron? Why?</p>

#### 4. Inclusion

In line with principle one of the school's Equality policy, *All Learners are of equal value*, children of all abilities can benefit from the study of history. Themed History lessons are differentiated to meet the needs of all children including those children with special educational needs. Health and safety checks and risk assessments are carried out routinely for any aspect of teaching and learning that takes place outside the normal classroom based lessons.

#### 5. Resources

Resources to support themes across the school are kept within the classroom or in a central resource store.

#### 6. The contribution of history to other subjects

##### English/Literacy

History contributes significantly to the teaching of English/literacy in school by actively promoting the skills of reading, writing, speaking and listening. Some of the texts used may be historical in nature. Children develop oracy through discussing historical questions or presenting their findings to the rest of the class. They develop their writing ability by composing reports and letters and through using writing frames.

##### Mathematics

History teaching contributes to the teaching of mathematics in a variety of ways. Children learn to use numbers when developing a sense of chronology through doing activities such as time-lines. Children learn to interpret information presented in graphical or diagrammatic form, for example analysing population statistics.

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## ICT

Children use ICT in history to enhance their skills in data handling and in presenting written work, and they research information using the Internet.

## PSHE and citizenship

History contributes significantly to the teaching of personal, social, citizenship and health education. Children develop self-confidence by having opportunities to explain their views on a number of social questions such as how society should respond to poverty and homelessness. They discover how to be active citizens in a democratic society by learning how laws are made and changed. They learn how society is made up of people from different cultures and start to develop tolerance and respect for others.

### 7. Progress and Achievement

Children are monitored on a regular basis to check progress. We encourage all pupils to take responsibility for their own and their peers' learning. A range of Assessment for Learning strategies are used, for example peer marking, evaluation and self-assessments (children are encouraged to make personal assessments of their own work through evaluating activities and identifying what they need to improve), traffic lighting achievement against objectives and success criteria and teacher/pupil evaluation. Through these, both children and adults are able to recognise the progress being made.

### 8. Assessment and Recording

Assessment is used to inform planning and to facilitate differentiation. The assessment of children's work is on-going to ensure that understanding is being achieved and that progress is being made. Feedback is given to the children as soon as possible, and marking work will be guided by the school's Marking and Feedback Policy.

### 9. Policy Implementation and Evaluation

It is the responsibility of all staff to ensure this policy is adhered to. A hard copy of this policy will be available to any parent / carer upon request. This policy will also be available electronically on the school's learning platform. The Governing Body is responsible for ensuring the timely review of this policy.

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