History Policy

Rationale:

Pupils consider how the past influences the present, what past societies were like, how these societies organised their politics and what beliefs and cultures influenced people’s actions. As they do this, pupils develop a chronological framework for their knowledge of significant events and people. They will see the diversity of human experience and understand more about themselves as individuals and members of society. What they learn can influence their decisions about personal choices, attitudes and values. By researching their own evidence and investigating evidence provided, pupils learn to put forward and argue their own thoughts and point of view.

Expectations:

* By the end of Key Stage 1, most pupils should achieve at least the standard expected for the end of year 2.
* By the end of lower Key Stage 2, most pupils should achieve at least the standard expected for the end of year 4.
* By the end of upper Key Stage 2, most pupils should achieve at least the standard expected for the end of year 6.

Aims:

* 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.

Entitlement and curriculum provision:

* Our scheme of work has been created using the National Curriculum and the best elements of our own, established planning.
* Pupils experience a history unit of work over at least three terms during Key Stage 1 and over at least six terms during Key Stage 2. This ensures coverage of the whole National Curriculum for history.
* The learning objectives intent, from the National Curriculum, are made clear to and reviewed with pupils at appropriate stages in the teaching sequence.
* Pupils study history from different perspectives (e.g. social, economic, political, cultural) across a range of locations (local, national and world) and from ancient times to the present.
* Teachers use pupils’ experiences, interests and prior learning to develop short term planning. When planning and delivering lessons, all abilities and needs will be accounted for.
* Teachers will use the wider school curriculum (including RE, citizenship and PSHE) to teach and reinforce work and skills from the history curriculum through a thematic approach.
* Pupils will take part in visits to sites of historical interest and they will learn from visitors who will help children to research about the past.

Assessment and recording:

The impact on pupils of the history learning objectives, taken from the National Curriculum, is assessed using a variety of evidence such as;

* Through language involving discussion, description and explanation skills.
* Lesson observations.
* Practical applications of skills/ knowledge.
* Photographs/visual recordings.
* Written work in books or on displays.
* Power points.
* Mind maps.
* Summative assessment.

In the general comments section of the annual report, there is opportunity to reflect upon the child’s achievements within history.

Continuity and progression:

* Long term planning will be reviewed at the end of each school year. It will be adjusted to ensure coverage of all areas of history and to avoid repetition, if necessary.
* The subject leader will monitor children and their achievements across the school.
* The subject leader will monitor the implementation of history through discussions with teachers.

Resources:

* Resources are kept in the classrooms and shared across a Key Stage.
* Class teachers are responsible for discussing resource needs with the subject leader.
* Within each classroom there is a timeline so that children can develop a sense of chronology and compare different eras of history.
* Displays, where appropriate, will ideally be interactive and will provide further information relevant to the unit of work.
* On occasion, history homework will be set to utilise resources available to children at home e.g. researching a topic.

Leadership and Management:

* The subject leader will continually update their knowledge of the history curriculum (e.g. courses, reading) and will inform other members of staff of any updates or changes.
* The subject leader will support planning and team teach where required.
* The subject leader will take responsibility for maintaining and allocating the history budget.

Reviewed by Gill May, September 2019.