



# Curriculum Policy

## History



Written by:

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Subject Coordinator 20/21:



# History Policy

## What is our vision?

To provide a high-quality history education so children gain a coherent knowledge and understanding of Britain's past and that of the wider world. Our teaching should inspire and ignite children's curiosity to know more about the past and understand how past events have influenced and shaped the world they live in today.

## Curriculum Aims:

The overarching aims of the History National Curriculum is that 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. The History National Curriculum aims to ensure that all children:

- Know and understand the history of Britain, how it shaped the world and has been influenced, as a coherent, chronological narrative, from the earliest times to the present day.
- Know and understand significant aspects of the history of the wider world, such as ancient civilisations; empires and past non-European societies 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 these to make connections, compare and contrast periods of history.
- Understand the methods of historical enquiry such as using evidence to support arguments.
- Gain a historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history.

## How do we achieve this?

- Early Years history is accessed through the Early Learning Goals linked to the specific area 'Understanding the World'. This is taught through the 'People and communities' unit, continuous provision, listening to historical stories and general topic work about the world they live in and the past.
- Year 1-6 topics and outcomes are found in the 'Curriculum Planning & Assessment Document'.
- British history is taught in chronological order and each topic should begin looking at a timeline to ensure understanding of where topics fit historically.
- Each topic should start with a Knowledge Organiser outlining key facts along with key vocabulary that will be taught during the lessons. This should be child friendly and used to help support their learning.
- Whilst history topics are taught standalone, children need to note connections, contrasts and trends over time. Children should make comparisons and connections between different periods of time and topics studied whilst also developing their factual knowledge about the specific period they are studying.
- History is taught in blocks allowing for continuous learning and regular recap to retain information during knowledge review weeks (see assessment).

- Cross-curricular teaching should take place where possible to enhance learning experiences in addition to planned experiential visits and/or visitors in school.

### Scheme of Work:

There is no specific scheme of work for History. Teachers should follow the topics and outcomes found in the 'Curriculum Planning & Assessment Document'. Teachers should be familiar with the key vocabulary also found in this document and its progression.

Teachers are encouraged to teach History with cross-curricular links and through enhanced learning experiences.

### Resources:

The following can be found on the staff shared:

- Knowledge Organisers
- Focus Education challenges/Progression of Skills document
- Topic planning resources
- Vocabulary lists
- Timeline sorting cards
- Horrible Histories videos

We have a wide range of text books in the school library and children can access the internet during lessons. Educational visits are planned to enhance learning and give hands on activity. People with an interest, or expertise, in a particular topic or area of history could be invited into school to work with the children. These might be parents, grandparents, other family members, neighbours or representatives of the local community. Museum loans can also be requested - see key stage lead/history coordinator before ordering.

### Assessment – How do we assess skills and understanding?

In Reception, children are assessed against the Early Learning Goals for 'Understanding the World'.

For children in Years 1 - 6, there are two assessment points for History each year: one in February and one in June. They follow a knowledge review week, where teachers use a variety of diagnostic activities to support their judgments. Suggested activities can be found in the updated Staff Handbook. All history assessments are based on teacher observations and work completed.

The following gradings will be given:

**B2** – Child has a specific SEND which prevents them from meeting the objectives.

**B1** – The child has not met/retained the year group objectives.

**E1** – The child has met/retained the objectives.

**A1** – The child has met the objectives with a large degree of independence. They have a secure understanding of historical events and shows an appreciation for how such events and advancements contribute to life today. In KS2, the child will be intrigued by the historical timeline and acknowledges relationships between periods in history. They show an awareness of the subjective nature of history and how interpretations may differ. They may also conduct their own research independently which adds to their historical expertise.

### Health and Safety

When delivering practical lessons or group work, ensure the classroom has sufficient space for the children to work safely. If furniture is needed to be moved, tables and chairs should be stacked neatly against the sides of the room and do not allow children to sit on them while stacked.

When handling artefacts ensure children are aware of how to handle them safely.

Ensure appropriate risk assessments have taken place when planning external visits (see school policy guidelines).

### Inclusion and Safeguarding Considerations

The class teacher meets the needs of the Most Able and SEN by differentiating History lessons through levels of support provided and adopting a mastery approach. Children identified as having additional Special Educational Needs may need greater differentiation of materials and tasks consistent with that child's I.E.P. (Individual Education Plan). More able children will be challenged and motivated by greater differentiation of challenge and vocabulary exposure. The class teacher also aims to identify those children who may be gifted in History and provide them with appropriate learning opportunities. All children will be given opportunities to participate on equal terms in all History activities and due consideration will be given to the principles of Inclusion.

Any external providers must provide evidence in the office of the Enhanced DBS before being left alone with pupils. They must also be reminded of the importance of not using mobile phones within the school.

### Monitoring and Review:

The History coordinator will complete two audits within each academic year to assess children's understanding and monitor teaching against the National Curriculum and policy aims. This will focus on sampling of children's work, child interviews and lesson drop ins/observations.

At the start of each academic year, the History coordinator will use previous audits to develop an action plan for the subject focusing on key areas of improvement. These improvement targets will be shared with all staff and progress towards meeting them will be assessed during future audits and when data is collected. Support will be offered to any year groups who require additional information and guidance. This may be done by: discussing assessment methods; modelling lessons; inviting teaching staff to observe the history coordinator; providing training or observing lessons and providing constructive feedback.

## Appendix 1

Below is the outline of topics taught across Key Stage 1 and 2. For further guidance please see the

Year			
1	Seaside  Changes within living memory/Places in own locality	Great Fire of London  Events beyond Living Memory	Florence Nightingale  Life of a significant individual
2	Travel and Transport  Events beyond Living Memory/Significant individuals/People and places in own locality.	Great Explorers (Famous Britain)  Life of a significant individual	Sinking of the Titanic  Events beyond Living Memory
3	Stone Age	Iron Age	Romans
4	Anglo-Saxons	Egyptians	Vikings
5	Local history study	Greeks	Tudors
6	Maya	Victorians - Childhood through the ages.	WW1 - Evolution of War.

'Curriculum Planning & Assessment Document'.