

# Lockington CE VC Primary School



## History Policy

**Revised & Updated February 2022**

Date Policy Formally Agreed By Governors:	17 <sup>th</sup> March 2022
Date Policy Becomes Effective:	March 2022
Review Date:	March 2025
Person Responsible for Implementation and Monitoring:	Headteacher/History Subject Leader

## **1. Introduction**

At Lockington CE VC Primary School, we are committed to providing opportunities for all pupils to study history. This policy outlines the organisation and management of History at Lockington CE VC Primary School. It has been written with regard to the requirements of the National Curriculum (2014) and the Early Years Foundation Stage Statutory Framework (2021).

It is written within the context of our school's mission statement:

*Our school is committed to working together to develop lively, enquiring minds and to promoting outstanding standards of achievement in a happy, safe and caring environment, based on Christian values, which encourage all to show respect, acceptance and understanding of others.*

It has also been written in the context of our school's Christian vision, rooted in the teachings of Jesus:

*'Let your light shine before others, that they may see your good works, and glorify your Father who is in heaven' (Matthew 5:16).*

It has been developed in consultation with school staff and governors. This policy should be read in conjunction with the school's 'History Progression Map'.

## **2. The Nature of History**

History is about real people who lived and real events that happened in the past. History is concerned with sequence, time and chronology and is the study of evidence about the past. It gives us a sense of identity, set within our social, cultural and political relationships. History sparks curiosity about the past in Britain and in the wider world and plays an essential part in preparation for living and working in the contemporary world. Pupils consider the influence of the present on the present, what past societies were like, how these societies were organised politically, and how beliefs and cultures influenced people's actions. As they do this, pupils develop a chronological framework for their knowledge of specific events and people. They 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. In History, children find evidence, evaluate it and reach their own conclusions. To do this, they need to be able to research, evaluate evidence, and argue their point of view. Through the study of History, pupils develop the skills of enquiry, analysis, interpretation and problem solving.

## **3. Aims**

The aims of history in our school are to:

- instil curiosity and understanding of people, places and events in a variety of times and environments;
- develop interest in the past and appreciation of human achievements and aspirations;
- learn about events and major issues of our country and the world and understand how these have influenced each other;

- develop chronological knowledge so pupils can organise their understanding of the past;
- understand the values of our society;
- understand how the past was different to the present and that people of other times and places may have different values and attitudes to our own;
- understand the nature of evidence by emphasising the process of enquiry and by developing the range of skills required to interpret primary and secondary source materials;
- distinguish between historical facts and the interpretation of those facts;
- understand that events have a multiplicity of causes and that historical explanation is provisional, debatable and sometimes controversial;
- develop the skills of enquiry, investigation, analysis, evaluation and presentation;
- develop an interest in the local area and a sense of cultural heritage.

#### **4. Teaching and Learning**

History teaching focuses on enabling children to think as historians. We use a variety of teaching and learning methods, including whole-class teaching and enquiry-based research activities. We believe children learn best when they:

- are able to handle artefacts (primary sources);
- visit museums and places of historical interest;
- access secondary sources such as books and photographs;
- talk to visitors about their experiences and events of the past;
- listen to and interact with stories of the past;
- engage in fieldwork and oral history, e.g. interviewing older people about changes within living memory;
- use drama and dance to act out historical events;
- are shown, or access independently, internet and videos resources;
- are provided with opportunities to work independently or collaboratively, to ask and answer historical questions.

We focus on helping children understand that historical events can be interpreted in different ways and that they should always ask searching questions about the information they are given.

We recognise that we have children of differing ability in all our classes, so we provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this through a range of strategies, which are differentiated by task, expected outcome and or support from peers/adults.

#### **5. History Timetable**

**KS1** – equivalent to 1-hour lesson weekly

**KS2** – equivalent to 1-hour lesson weekly

## **6. Curriculum Planning**

History is taught using a topic approach. Our curriculum is carefully planned over a four-year cycle, due to the nature of our mixed-age classes, to engage and excite all our learners. Our long-term and medium-term plans map out the skills and themes covered each term for each key stage. These plans define what we will teach and ensure an appropriate balance and distribution of work across each term and across each key stage. Units of work from Hamilton Trust are flexibly adapted to ensure current initiatives are included. History is taught in alternate half terms once per week; this can be blocked if appropriate.

## **7. Curriculum Organisation**

A broad and balanced programme takes account of abilities, aptitudes and physical, emotional and intellectual development. Through History, pupils learn a range of skills, concepts, attitudes and methods of working.

### **Early Years Foundation Stage**

History is taught through child-initiated and adult led activities. Pupils are given the opportunity to find out about past and present events in their own lives, in their families lives and those of people they know. History makes a significant contribution to developing 'Understanding of the World' through activities such as looking at pictures of famous people in History or discovering the meaning of 'new' and 'old' in relation to their own lives. The gain understanding through, for example, photographs and pictures, listening to stories and memories of older people, talking about their own experiences, role play, sequencing events to gain a sense of time and reading or hearing others read.

### **Key Stage 1**

During Key Stage 1, pupils learn about people's lives and lifestyles. They find out about significant people and events from recent and more distant past in Britain and the wider world. They listen and respond to stories and useful sources of information to help them ask and answer questions. They learn how the past is different to the present. There is a focus on using common words and phrases related to the passing of time. Pupils should learn where the people and events they study fit chronologically, identify similarities and differences between ways of life in different periods and understand some of the ways in which we find out about the past and identify different ways in which this is represented. Pupils should be taught about changes within living memory, events beyond living memory that are significant globally and nationally, the lives of significant individuals in the past and significant historical events, people and places in their own locality.

### **Key Stage 2**

During Key Stage 2, pupils learn about significant people, events and places from both recent and more distant pasts. They learn about change and continuity in the local area, Britain and in other parts of the world. They look at history in a variety of ways, such as political, economic, technological, scientific, social, religious, cultural and aesthetic perspectives. They use different sources of information to help them investigate the past in depth and in overview, using dates and historical vocabulary to describe events, people and developments.

They also learn that the past can be represented and interpreted in different ways. In planning to ensure progression, teachers should combine overview and depth studies to help pupils understand both the long arc of development and the complexity of specific aspects of the content.

#### **8. Recording of History**

Pupils are encouraged to record their work using a variety of methods. These may include written or verbal reports, charts, collage, models, pictures and role play activities. Examples of work will be retained to provide evidence of on-going History, including photographic evidence of displays, presentations, visiting speakers and Historical visits.

#### **9. The contribution of History to other subjects.**

History makes a contribution to all subjects, for example:

##### **English**

History actively promotes the skills of reading, writing, speaking and listening. Some texts used are historical in nature. Pupils discuss historical questions or presenting findings. They compose written reports and letters, for example.

##### **Mathematics**

Pupils learn to use numbers when developing a sense of chronology using time-lines. Children learn to interpret information presented in geographical or diagrammatic form.

##### **Science**

Pupils learn about important historical milestones, for example, Edison/Swan's invention of the electric light bulb and Darwin's theory of evolution.

##### **Art**

Art can be used as a primary or secondary source in supporting pupils' historical enquiry skills.

##### **Geography**

History can contribute to pupils' understanding of local knowledge, place knowledge, human and physical Geography and Geography skills and fieldwork.

##### **Computing**

Pupils use computing to enhance their skills in data handling and in presenting written work, and they research information using the internet and other software. Children have the opportunity to record and use photographic images and film.

##### **Personal, Social, Health and Economic Education**

Children develop self-confidence by having opportunities to explain their views. They discover how to be active citizens in society and to recognise and challenge stereotypes. They learn about what is right and wrong, the role of the church and how this has changed over time. It contributes to pupils' spiritual development and provides pupils with the opportunity to discuss moral questions. It helps pupils understand our rich cultural heritage and diversity.

## **10. Inclusion**

### **Equal Opportunities**

- We plan activities to challenge and include all pupils.
- We are aware of different learning styles and the need to allow pupils to work in their preferred style for some of the time.
- We use materials which avoid stereo-typing and bias according to protected characteristics, e.g. race, gender, role or disability.
- If issues arise, we deal with them sensitively and clearly.

### **Differentiation**

We teach History to all pupils, whatever their ability. We provide learning opportunities that enable all pupils to progress, by setting appropriate learning challenges and responding to each pupil's different needs. We use a range of strategies to support pupils, including:

- the use of appropriate vocabulary at varying levels of difficulty during lessons;
- modified text passages;
- different levels of written or oral questions for pupils investigating photographic of other visual material;
- careful support for pupils with English as an additional language;

### **More Able Pupils**

Teachers provide teaching and learning experiences that encourage pupils to think creatively, explore and develop ideas and try different approaches. Pupils are encouraged to set their own questions, offer ideas, suggest solutions or explanations and reflect on what they have heard, seen or done in order to clarify their thoughts. They have greater independence in working and may, for example, carry out their own historical enquiry.

Teachers avoid giving more able pupils more writing tasks and encourage them to communicate their understanding in a variety of ways, giving them responsibility for choosing and evaluating the most appropriate method. Pupils are provided with opportunities to develop their skills in other areas, through History, such as intrapersonal (e.g. initiative) and interpersonal skills (e.g. leadership and teamwork).

### **Special Educational Needs**

We enable pupils to have access to the full range of activities involved in learning History, making appropriate adjustments to factors such as classroom organisation, teaching materials, learning style and differentiation so we take some additional or different action to enable the child to learn more effectively. This ensures the teaching is matched to the child's needs. Where children are to participate in activities outside the classroom, we risk assess the activity to ensure it is safe and appropriate for all pupils.

## **11. Assessment**

We assess children's work 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 makes comments as necessary. At the end of a unit of work, the teacher makes a summary

judgement in relation to age related expectations and records these on the school's electronic assessment system. This, and the pupils work, is used to demonstrate progress. At the start of each topic, pupils complete KWL grids/mind maps which are added to as the topic progresses in order to show progress. This can be an individual or a class mind map, depending on the age of the pupils. Feedback to pupils should be provided about their own attainment against history objectives. Objectives are listed in the back of pupils' exercise books and teachers and pupils use these to set targets and track progress. Teachers analyse the progress pupils have made in units of work completed at the end of each school year to complete annual reports to parents/carers. The school's assessment and marking policies should be adhered to when assessing work in History.

## **12. History Learning Environment**

History is promoted and valued throughout the school. History is displayed both in classrooms and on display boards throughout the school. The display boards for both classes in the corridor reflect the current or most recent topic each class has covered, which normally includes history or geography. A timeline in both classes helps pupils to put their study into chronological context.

## **13. Resources**

Children have the opportunity to learn from the past from a range of historical resources, including pictures, photographs, documents, printed sources, eye-witness accounts, artefacts and games. These are stored in topic boxes and within each classroom. We have a range of tablets and laptops to access the internet in class. Visits are planned to enhance learning and provide hands-on activity. People with interest or expertise in a particular topic or area of history are invited into school to work with the children. The Treasure House in Beverley is able to provide a range of historical resources and artefacts.

## **14. Parental Involvement**

We encourage parents to be involved in the History curriculum by:

- inviting them into school each term to discuss the progress of their child and look at their child's work;
- encouraging parents to be involved in homework activities and making the learning objectives and the task clear and achievable;
- encouraging any parents who are interested in history to come in to work with the children.

It is our policy to provide parents and carers with the opportunity to work with their children at home.

## **15. Health and Safety Issues:**

At all times, children will be taught how to care for and handle equipment and media safely and with respect. When working with tools, equipment and materials, in practical and in different environments, including those that are unfamiliar, pupils will be taught:

- about hazards, risks and risk control;
- to recognize hazards, assess consequent risks and take steps to control the risks to themselves and others;
- to use information to assess the immediate and cumulative risks;
- to manage their environment to ensure the health and safety of themselves and others;
- to explain the steps they take to control risk.

## **16. Roles and Responsibilities**

**The Class Teacher's role** is to:

- be responsible for teaching history as set out in the policy;
- provide planning and reviews for the History Subject Leader;
- provide samples of history work when required;
- assess children's work to detail future planning;
- update own skills, knowledge and understanding of History;
- identify own training needs and take advantage of training opportunities;
- keep on-going records.

**The History Subject Leader's role** is to:

- lead policy development;
- act as a consultant to colleagues on resources, visits, visitors, curriculum, teaching and learning ideas;
- liaise with staff to form a coherent, progressive scheme of work;
- monitor and evaluate pupils' work, views, displays and teacher's planning;
- write and implement action plans;
- help to keep resources up-to-date;
- help to keep staff updated with developments in the subject, including leading staff meetings;
- attend training and signpost appropriate training to staff;
- provide an annual report to the Headteacher, evaluating strengths and weaknesses and areas for improvement.

**The Headteacher's role** is to:

- provide support by encouraging staff and praising good practice;
- monitor teaching and learning through lesson observations and provide feedback;
- support staff development and provision of resources.

**The Governing Body:**

- determines, supports, monitors and reviews the school History Policy.



## 17. Monitoring and review

Monitoring takes place regularly through activities such as sampling children's work, teacher planning, learning walks and through book scrutiny and lesson observations, to monitor implementation and impact.

This policy will be reviewed every four years, or earlier as required.

Member of staff responsible: History Subject Leader (Julie Cattle)

Date policy written: March 2022

Date approved by full Governing Body: 17 March 2022

Date for next review: March 2025

Signature (Head)

Signature (Chair of Governors)



Julie Cattle (17.03.22)

Kevin Beaumont (17.03.22.)