History Policy

History is a foundation subject in the National Curriculum. This policy will form the basis upon which we map out the statutory requirements for history at Key Stage 1 and 2.

Outcomes and aims have been used from the 2014 National Curriculum. It will outline the purpose, nature and management of how history is taught and learned in our school and will inform new teachers of expectations.

Aims and Outcomes

• To ensure children have a secure understanding of the passing of time – chronology.

• To ensure that pupils acquire key historical skills in relation to particular knowledge.

• To gain secure knowledge and understanding of Britain's past and that of the wider world.

• To inspire pupils' curiosity to know more about the past.

• To equip pupils with skills to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement.

• To help pupils 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.

History and the Primary Curriculum

At Connor Downs Academy, our history topics are based on the revised National Curriculum,

focusing on the key historical skills:

• Chronological understanding

• Characteristic features of period/society studied

• Continuity and change

• Cause and consequence

• interpretation of the past

• Significance

• Historical enquiry

• Connections between local, national and international history

• Historical perspective

Our history lessons have been adapted and our plans use an enquiry led approach. By

moving a child through three cognitive domains or levels of understanding they will acquire increased levels of fluency, application and understanding.

Our lesson structure is:

Lesson 1 – A HOOK lesson where the intent question is introduced and explored. Children can explore and examine artefacts and develop historical questions. External agencies are also highly recommended for this lesson to promote a further love of this subject.

Lessons 2, 3 and 4 – Children learn and explore historical vocabulary. This is focused on the key historical skills.

Substantive and disciplinary knowledge are key elements running throughout.

Substantive covering, I know… facts and key knowledge. Disciplinary focusing on cause and consequence, change and continuity, similarity and difference, historical significance, sources and evidence and historical interpretations.

Key phrases and questions to develop historical understanding are used in these lessons, such

as:

I think this source helps us to prove that……because….

Or

I think historians disagree because….

What do historians do?

Are their differing views of history?

Children learn that historians can disagree about a source and make different conclusions.

In these lessons children have opportunities to compare with now but also other historical periods studied.

Lesson 5 – Is a Fabulous finish. Children will prepare a report, twitter video, teach another year group, write a message or question to the past, create a class leaflet for the library. This is an assessment lesson where the opening intent question is answered.

Children will present their findings in a fabulous finale to their class or even other year groups.

Through planning in this child-led enquiry approach, we feel children will gain further interest and curiosity and explore their findings deeper.

In Key Stage 1 and 2, the history curriculum is taught through themes and an enquiry led approach to develop an understanding as well as knowledge of certain aspects within their own lifetime and beyond.

In the Foundation Stage there are seven different areas of learning, and a variety of structured play and practical activities are planned to help children develop in the following areas of learning:

- communication and language
- physical development
- personal, social, and emotional development
- literacy
- mathematics
- understanding the world
- expressive arts and design

We teach history through this framework as an aspect of 'understanding the world' using themed based learning that excites the children.

The role and responsibility of the subject leader

- To support and guide the classroom practice of teachers and support staff
- To ensure coverage, continuity and progression in planning
- To monitor and evaluate the effectiveness of history teaching and to update documentation where necessary

• To produce action plans for the School Development Plan and manage the budget allocated effectively

• To liaise and consult with outside agencies where appropriate

• To prepare and lead INSET

• To attend relevant INSET training

• To review regularly the contribution made by history to a meaningful curriculum

• To carry out assessments to monitor progression and attainment of all pupils in history

Equal Opportunities and Inclusion

All children will be given an equal opportunity to maximise their individual potential; this is regardless of ability, gender, race, religion/beliefs, disability or talent. Activities both within and outside the classroom are planned in a way that encourages full and active participation by all children, matched to their knowledge, understanding and previous experience.

Equal emphasis will be given to the roles of both men and women in society, at all levels of History study. Every effort will be made to ensure that activities are equally interesting to both boys and girls. Special events like Black History Month, the Olympic Games and Remembrance Day are to be commemorated sensitively.

Teaching and Learning

Children to be given opportunities to:

• Develop a sense of enquiry which encourages pupils to question and make suggestions about people, places events and facts;

• 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 analysis;

• 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.

Assessment, Recording and Reporting on Progress

Gathering evidence of pupil attainment is an integral part of assessment, which is built into the schemes of work. Teachers can obtain evidence by direct observation of children at work, questioning pupils or listening to their conversations, looking at their drawings, models, diagrams, plans and written work, by photographing and recording their finished products.

The history leader monitors teaching and progress by:

• Informal discussions with teachers, TAs and children

• An annual resource audit

• Assessing work and progress including book scrutiny and selected examples from each class being analysed against a progression table

• Observing lessons

• Target tracker to assess learning and progression

Resources

Most resources are stored in our SharePoint and resource cupboard where children and staff are encouraged to use them in lessons and for classroom displays. Our school is a member of the History Association to further support staff and provide a wealth of information and

resources. New resources are purchased when funding is made available. The History leader is responsible for completing an annual financial bid for the maintenance and development of the subject, in which new resources are highlighted.

Review

This policy is reviewed regularly. Parents are most welcome to request copies of this

document.