



Lympstone C of E Primary School History Policy

‘Let all that you do be done in love’

1 Corinthians 16:14

Vision Statement

“Let all that you do be done in love.” (1 Corinthians 16:14)

‘In doing this we aim to enable each child to flourish by celebrating their individual strengths so that their greatness is not overlooked. This creates a sense of dignity, respect and love for themselves, which they can then recognise and celebrate in others within the community and the world.

History Policy Statement

This policy is intended to provide clear guidance for the delivery of the History curriculum through-out the school and over the three stages: Foundation, Key Stage One and Key Stage Two. It aims to reflect the needs of the children within the school as expressed in the aims of the school and as set out in National Curriculum... It is intended that this policy will provide a corporate statement of purpose, ensure that each and every child’s entitlement to Historical experiences is realised and provide a clear basis from which to plan programmes of work.

Aims (progression of skills)

The broad aims of History are set out within the National Curriculum. The purpose of History in our school is to promote a historical knowledge and understanding of Britain in the wider world. By this, we mean that pupils are able to hold balanced and well-informed conversations about Britains past and that of the wider world

The aims of History are to enable pupils to:

- Know about 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.

Curriculum (how)

The curriculum for History is designed to ensure that a historical understanding lies at the heart. A multi-disciplinary approach to curriculum design provides a balance between 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. Our curriculum ensures that children undertake a broad and balanced programme that takes account of abilities, aptitudes and physical, emotional and intellectual development. Through history the children learn a range of skills, concepts, attitudes and methods of working.

In accordance with the structure of the National Curriculum, we have agreed that:

History is taught in the Early years as an integral part of the topic work through child-initiated and adult led activities. The children are given the opportunity to find out about past and present events in their own lives, and those of their families and other people they know. In the Foundation stage History makes a significant contribution to developing a child’s 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.

At KS 1 pupils study primarily During Key Stage 1, pupils learn about people’s lives and lifestyles. They find out about significant men, women, children and events from the recent and more distant past in Britain and the wider world. They listen, and respond to stories and use sources of information to help them ask and answer questions. They learn how the past is different from the present.

At KS 2 pupils study primarily pupils learn about significant people, events and places from both recent and more distant past. They learn about change and continuity in their own area, in Britain and in other parts of the world. They look at history in a variety of ways, for example from political, economic, technological and scientific, social, religious, cultural or aesthetic perspectives. They use different sources of information to help them investigate the past both 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.

History is taught weekly in each class to ensure that curriculum entitlement is met. To supplement this, we have additional Historical focus days, trips and visitors.

The use the National Curriculum and our long term planning to support our teaching of History in both key stages.

Each classroom must have a topic display that can be used to enhance History teaching and that can be referred to during whole class teaching. These displays should reflect relevant teaching topics and should link with the Learning Journals.

Teaching History

The school uses a variety of teaching and learning styles in history lessons. Our principal aim is to develop the children's knowledge, skills and understanding in history and we use a variety of teaching and learning styles in our history lessons. We believe in whole-class teaching methods and combine these with enquiry-based research activities. We believe children learn best when:

- They have access to, and are able to handle artefacts
- They go on visits to museums and places of interest
- They have access to secondary sources such as books and photographs
- Visitors talk about personal experiences of the past
- They listen to and interact with stories from the past
- They undertake fieldwork by interviewing family and older friends about changes in their own and other people's lives
- They use drama and dance to act out historical events
- They are shown, or use independently, resources from the internet and videos
- They are able to use non-fiction books for research
- They are provided with opportunities to work independently or collaboratively, to ask as well as answer historical questions.

Assessment

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 Policy.

Pupils are assessed using age-related expectations. This is done in a variety of ways e.g. through written activities, role play, art work, discussion and relevant visits to historical places of interest as well as organising specialists to come into school to deliver history experiences. Progress is tracked termly through book scrutiny, teacher assessment, pupil conferencing and lesson observations. Pupils will record work in their Learning Journals in the main; these should show a range of breadth and depth as well as progress over time. In addition, pupils are encouraged to use self-assessment to evaluate their own knowledge and understanding. A comment about their progress is made in the annual report to parents.

Monitoring & Evaluation

The co-ordinator and Headteacher monitor History provision and standards through observation, looking at work, in particular the Learning Journeys, talking to children and reviewing the curriculum with staff.

The co-ordinator is responsible for ensuring that good quality History teaching and learning is taking place throughout the school. In addition, the governing body, monitor the role of History through a mixture of book scrutiny, lesson observations, pupil conferencing and teacher assessment.

Role of the History Leader

- **To ensure that the History policy is implemented and to keep up to date with reviews.**
- **To have oversight of the History curriculum and keep up to date with local and national changes.**
- **To monitor, review and update resources.**
- **To monitor pupil progress and achievement.**
- **To maintain and build priorities set by the school.**
- **To develop links with the community.**
- **To coach, mentor and support teachers in developing their strengths in teaching History, including planning, arranging and delivering CPD as appropriate.**
- **To liaise with parents to ensure all children receive their entitlement.**

Entitlement and Inclusion - EAL, PP, SC, SEND, More Able

All children are entitled to access a broad and balanced curriculum at an appropriate level. Teachers should include a range of teaching styles and groupings to allow all children to make progress. Every child should be given opportunity to develop their skills independently and in groups, enhancing their own confidence and self-esteem.