

Policy title	:	History Policy
Date approved	:	September 2022
Review date*	:	September 2024

Introduction

The aim of teaching history at Shaftesbury Primary school is to stimulate children's love and curiosity to develop a coherent chronological understanding of Britain's past and the wider world. Throughout the primary curriculum, we teach children a deep understanding of chronology and the impact of different time periods on our society today. This allows children to understand the complexity of people's lives in the past and through the achievements of significant individuals, civilisations and empires from the past this allows them to live in a democratic multicultural society today. Through teaching History, we promote children to ask perceptive questions, think critically, weigh evidence, sift arguments and develop perspective and judgement in order to develop the skills of enquiry, analysis, interpretation and problem solving.

Aims

The aims of history in our school are:

- To develop an understanding of the history of Britain as a coherent, chronological narrative from the earliest times to the present day explaining how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world.
- To develop an understanding of how significant aspects of the wider world such as the Ancient Civilisations of Ancient Egypt, Ancient Greece, Ancient Rome have influenced Britain.
- To gain historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament'
- To understand and apply historical concepts such as continuity and change, cause and consequence, similarity and difference and use them to make connections, draw contrasts, frame historically valid perceptive questions and create their own structured accounts from the perspective of significant individuals in the past.
- To understand methods of historical enquiry, thinking critically about the interpretation of the evidence, understanding the difference between primary and secondary sources and accounts.
- To gain historical perspective by placing their growing knowledge into different contexts or different periods
- To make connections between local, national, and international history as well as understand its impact on our lives and gain understanding of short and long timescales.

Objectives

The objectives of teaching history in our school are to enable children to:

- To help pupils develop historical knowledge and understanding
- To introduce pupils to historical enquiry through studying historical evidence asking questions and problem solving
- To help pupils develop a sense of chronology and appreciation of past events
- To help pupils interpret history using a variety of sources
- To give understanding that the society in which pupils live has been shaped by past developments
- To develop an appreciation of the need for both continuity and change
- To develop the ability to communicate historical knowledge in oral, written and visual forms using appropriate vocabulary and techniques
- To develop an understanding of cause and effect

Teaching and learning style

History teaching focuses on enabling children to think like historians by becoming critical thinkers. We place an emphasis on children thinking critically and being able to weigh evidence to sift arguments from different perspectives. Children have opportunities to explore a range of concrete resources as well as primary and secondary resources to help them develop a range of historical methods to learn about the past. All key stages have opportunities to experience history outside of the classroom through educational visits of significance and relevance to the time periods they study (such as visiting the Tower of London for their topic on the Tudors in year 4). We focus on helping children to understand that historical events can be interpreted in different ways and encourage them to ask perceptive questions such as *how do we know? What can we tell, what if...* using the information that they are given; this allows children to think like historians as well as develop speaking and listening skills.

We recognise the fact that in all classes there are children of widely-different abilities (within history) and we seek to provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this by:

- setting common tasks which are open-ended and can have a variety of responses;
- setting tasks of increasing difficulty – children to complete as much as they are able to;
- providing resources of different complexity depending on the ability of the child;
- using classroom assistants to support children individually or in groups.
- giving prompts and specific learning material for children to complete the specific task.

The Contribution of History to Other Subjects

English

History contributes significantly to the teaching of English in our school by actively promoting the skills of reading, writing, speaking, and listening. Some of the texts that we use in Literacy are historical in nature. Children develop oracy through discussing historical questions or presenting their findings to the rest of the class. They develop their writing ability by composing a variety of nonfiction texts and communicating the information they have learnt.

Mathematics

History teaching contributes to the teaching of mathematics in a variety of ways. Children learn to use numbers when developing a sense of chronology through doing activities such as time-lines.

Computing

We use technology in history teaching where appropriate and we encourage children to use technology as part of their work in history at Key Stage 2. Children can use technology to present written work and they can research information using the Internet. Children have the opportunity to use the digital camera and iPads to record and use photographic images.

Spiritual, Moral, Social and Cultural Development

When teaching history, we contribute to the children's spiritual development where possible. Children 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.

Teaching history to children with special educational needs

At our school we teach history to all children, whatever their ability. History forms part of the school curriculum policy to provide a broad and balanced education to all children. Through our history teaching we provide learning opportunities that enable all pupils to make progress. We do this by setting suitable learning challenges and responding to each child's different needs. Assessment against the National Curriculum allows us to consider each child's attainment and progress against expected standards.

When progress falls significantly outside the expected range, the child may have special educational needs. Our assessment process looks at a range of factors – classroom organisation, teaching materials, teaching style, variation – so that we can take some additional or different action to enable the child to learn more effectively.

This ensures that our teaching is matched to the child's needs.

Intervention through SEN Support and EHC plans will lead to the creation of an Individual Education Plan (IEP) for children with special educational needs. The IEP may include, as appropriate, specific targets relating to history.

We enable pupils to have access to the full range of activities involved in learning history. Where children are to participate in activities outside the classroom, for example, a visit to an archaeological dig, we carry out a risk assessment prior to the activity, to ensure that the activity is safe and appropriate for all pupils.

Assessment

At our school we teach history to all children, whatever their ability. History is a part of the school curriculum policy. This helps to provide a broad and balanced education to all children. Through our history teaching we provide learning opportunities that enable all pupils to make progress. We do this by setting suitable learning challenges and responding to each child's different needs. Assessment against the National Curriculum allows us to consider each child's attainment and progress against expected levels.

We assess the children's work in history by making informal judgements as we observe the children during lessons. Once the children complete a piece of work, we mark and comment as necessary. This weekly recorded dialogue is essential to inform planning.

Once the children complete a unit of work in a half term, we spend a lesson reviewing the scheme using bespoke target cards. Here children have the opportunity to self-assess their learning using their mind maps that they created and built on during the scheme of work. The teacher makes a note of any targets that may not have been met on the individual's target card and where else in the curriculum this skill or knowledge may be revisited. The history subject leader keeps samples of the children's work in a portfolio which shows what the expected level of achievement is in history in each year of the school.

Resources

There are sufficient resources for all history teaching units in the school though more resources such as books for Black History Month or artefacts for specific schemes of work may be bought during the academic year. We keep these resources unit Topic Boxes either outside classrooms or in a central store. The library contains a good supply of topic books and access to the internet to support children's individual research.

Monitoring and review

The history subject leader is responsible for monitoring the standard of the children's work and the quality of teaching in history. This is through termly monitoring of teacher planning and children's books. Pupil interviews, learning walks and summative assessments also contribute to the monitoring of the subject where data and feedback is then analysed to identify strengths and areas for development to address the following term. The history subject leader is also responsible for supporting colleagues in the teaching of history, for being informed about current developments in the subject, and for providing a strategic lead and direction for the subject in the school. The history subject lead provides the head teacher a termly Subject Development plan which is evaluated at the end of each academic year.