

Treeton C of E (A) Primary School.

Policy for The Teaching and Learning of History.

Next Review September 2024

There are four main purposes to this policy:

- To establish an entitlement for all pupils.
- To establish expectations for all teachers of this subject.
- To promote continuity and coherence across the school.
- To state the school's approaches to this subject in order to promote public and particularly parents' and carers' understanding of the curriculum.

This policy reflects the statutory guidance issued through the National Curriculum (2014). All policies have been written to ensure that these points of study are covered in this policy, and expanded on where necessary to develop the school's own, individual curriculum. This curriculum is based heavily on thoughtful first hand experiences, creative endeavours with these experiences and an inherent connection to the children of Treeton school, their needs and backgrounds. It has been designed using the 'Chris Quigley Essentials curriculum where we value essential characteristics of historians and key threshold concepts.

The significance of History in the Primary Curriculum

A high-quality history education will help pupils gain a coherent knowledge and understanding of Britain's past and that of the wider world. It should provide children with an excellent knowledge and understanding of people, event and contexts from a range of historical periods and of historical concepts and processes. It will provide pupils with the ability to think critically about history and communicate ideas very confidently in styles appropriate to a range of audiences. 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.

History provokes questions and answers about the world now and in the past and uses a variety of skills to allow pupils to develop their own perspectives and views.

Aims and Objectives

The aims of History are for pupils to:

- know 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 Organisation

History in school is taught as part of a two-year rolling programme in KS1 and KS2 (see Curriculum policy). The Primary History Curriculum Programme of Study in KS1 focuses on Changes, Ways of Life, Significant People and Past Events. The KS2 Programme of study now includes 9 units: Changes in Britain from the Iron Age to the Stone Age, The Roman Empire, Settlement by the Anglo Saxons, The Viking struggle for the Kingdom of England, A Local History Study (beyond 1066), The achievements of the earliest civilisations, Ancient Greece and a Non-European Society Study.

Assessment, progression and coverage

We plan the topics in History so that they build upon prior learning using the 'Chris Quigley Key Milestones'. The Threshold Concepts, which are the key disciplinary aspects of each subject which build conceptual understanding within each subject and are repeated many times within history. The Milestones which define the standards for the threshold concepts; and The Depth - which is broken down into the Basic (B) understanding of the concepts learnt in Y1, Y3 & Y5, the Advancing (A) or Deep (D) understanding of the concepts. Children of all abilities have the opportunity to develop their skills, knowledge and vocabulary in each unit and, through planned progression built into the scheme of work, we offer them an increasing challenge as they move through the school. Work is marked by the class teacher in line with the school marking policy and feedback is given to children about their progress. This is regularly done verbally.

Pupils are assessed against the 'Chris Quigley Key Milestones' and are reported on EMAGs at the end of each school year.

Special Educational Needs (SEN) and Inclusion

In our school, all children, regardless of race, gender or ability deserve and are entitled to equal opportunity. The needs of all children are considered when planning, resourcing and delivering the History curriculum.

Pupils with special educational needs have the same History entitlement as all other pupils and are offered the same curriculum. To ensure that pupils of all abilities make worthwhile progress in History, teachers:

- Provide suitable differentiation within tasks to ensure all abilities are able to access difficult ideas for example narrowing the range of information to be used, by increasing the degree of support through their own advice, by using relevant resources or by the use of other adults.
- Challenge pupils through their questioning and in independent work by expecting them to; interrogate more demanding sources, work with greater independence and by raising expectations about how they might communicate their ideas.
- Use a range of teaching styles in each lesson in order to match the range of learning styles represented in a typical class.

Nursery and Reception

At the Early Years Foundation Stage the planning shows opportunities across the curriculum for History-based activities. The children's skills, knowledge and understanding will be assessed against the Early Years Framework and is embedded into the progression document for history. Evidence is collated through learning profiles where in the moment photos and videos are captured with observations which are linked to Assessments and Outcomes.

Cross-Curricular Links

Planning within year groups is done on a cross curricular topic basis. These topics provide lots of scope to children to develop skills in other subjects too. History topics often provides a stimulus for report writing in English, as well as opportunities to develop speaking and listening skills through role play and hot seating. The scheme of work also provides opportunities for children to develop questioning and research skills. There are links with PSHE; as the children learn to empathise with figures in History, exploring how they may have acted in similar situations. Through learning about time conventions and the chronology of a time line, there are opportunities to link to Maths too.

ICT

ICT is used to help pupils find things out, explore things that they would not normally be able to do and analyse and present information in different ways. They apply their ICT skills by interrogating databases, locating information on ipads, computers and laptops and use videos, on film and on the internet.

Resources, Visits and Health and Safety

Where possible, replica or original artefacts are used to support teaching and learning in History. Original artefacts can have Health and Safety implications and should not be used (e.g. gas masks which contain asbestos) and so use of original artefacts should be checked with the History leader.

Visits provide children with first-hand experience which is integral to good History teaching. We include as many opportunities as we can to involve children in practical historical research and enquiry. All risk assessments for visits are to be conducted by the lead class teacher.

In EYFS, Key Stages 1 and 2 all the children participate in visits which have an historical focus. These have included visits to Kelham Island, Haddon Hall, Weston Park Museum, and Cannon Hall.

The Role Of the History leader – Review and Monitoring

The leader, working alongside the Headteacher, has responsibility for progression and leadership of the teaching of the History curriculum. The leader is also responsible for the storage and maintenance of History equipment and the purchase of new resources and materials.

The leader gives the Headteacher an annual action plan in which she evaluates the strengths and weaknesses in the subject and indicates areas for further improvement.

This policy should be read in conjunction with the Teaching and Learning Policy, Marking and Feedback Policy, Assessment Policy, Curriculum policy.

Reviewed September 2023 S Williams