

History Policy



Rationale

History is concerned with evidence about human beings who have actually lived, and with how human lives have changed through time. It is concerned with explanations and origins, and with the contemporary world as much as with the distant past. It demands evidence to support statements about human beings, and it depends on skills of reasoning, criticism and communication.

Without an historical perspective, we lack a crucial way of looking at and understanding society.

Thinking about the past must be part of our concern for the present and future. In this way, history contributes to the personal development of ourselves and our pupils, and to the general education of us all.

History is part of the process through which a society shares a common memory of the past of the country in which pupils live.

“It is only through knowledge of history that a society can have knowledge itself”

History is one of the most important means of decreasing our ignorance and diminishing our misunderstanding of the contemporary world by placing it in its context of change and evolution. “Children are by nature curious, and the past provides a feast for that curiosity”.

Aims

History is a statutory foundation subject in the National Curriculum. Aspects of it also appear in the early learning goals of the Foundation Stage. Through the teaching of History at Monksdown, we aim to provide our children with a broad and balanced curriculum that enables them to acquire a good understanding of events, people and places in the past and to encourage critical thinking. Through their study and enjoyment of History,

children will develop their historical skills and lay the foundations of knowledge and understanding that, as they grow and develop, will enable them to become confident, caring, tolerant citizens of the 21st century. Work in History follows the structure of the National Curriculum being based on the programmes of study, attainment targets and level descriptors. Work in History is divided into Key Stages and organised into levels of increasing challenge.

Main Objectives

At Monksdown Primary School, through the teaching of History, children will:

- Demonstrate that they know of some major events of British and world history within a broad chronological structure.
- Demonstrate that they appreciate the breadth and richness of history e.g. by drawing attention to the technological, scientific and aesthetic achievements of the past.
- Appreciate that different societies have held different beliefs, values and attitudes at different times.
- Appreciate that the beliefs, values and attitudes of people in modern Britain have grown out of their past experiences.
- Learn about the social, cultural, religious, gender and ethnic diversities of the societies studied.
- Understand that evidence of the past may be interpreted in different ways.
- Use chronological conventions such as B.C., A.D., B.C.E., C.E., century etc. and be able to record, select and organise this information appropriately.
- Make use of primary and secondary sources and visits to support interpretations of historical events.
- Make simple causal connections, especially those involving historical characters and their actions.
- Recognise similarities and differences between the past and present day.

Curriculum and school organisation

In order, to achieve the aims outlines previously, History work is organised into topics at both Key Stage 1 and Key Stage 2. These topics are set down in the annual topic plans for each year group. They are mainly based on the core and supplementary study units for National Curriculum History, and so provide opportunities for work of a more single subject nature. However, in both Key Stages, History is identified and valued as a subject in its own right, even when it is taught within an integrated topic. Wherever possible the Programmes of Study for History are enriched by looking at the History of the local and regional area and how this relates to British and world history. Across the school Black British History is being embedded throughout the curriculum.

Foundation Stage

History is taught in Reception classes as an integral part of the topic work covered during the year.

As the Reception classes are part of the Foundation Stage of the National Curriculum, the History side of the children's work is related to the objectives set out in the Early Learning Goals (ELGs), which underpin the curriculum planning for children aged three to five. History makes a significant contribution to the ELG objectives of developing a child's knowledge and understanding of the world through activities such as looking at pictures of famous people in history, or discovering the meaning of the new and old in relation to their own lives.

Key Stage 1

In Key Stage 1, History is taught to stimulate the children's interest and understanding about the life of familiar people who lived in the recent past. The children are taught to understand how events in the past have influenced our lives today. They are taught to develop the skills of enquiry, analysis, interpretation and problem solving by using different sources of information and representations.

Key Stage 2

In Key Stage 2 History builds on the interest and understanding developed in Key Stage 1. The children learn to value their own and other people's cultures in modern multi-cultural Britain. By considering how people lived in the past, they are better able to make their own life choices today.

Assessment Procedures

Children's work is assessed in History is making informal judgements as we observe them during each History lesson. On completion of a piece of work the teacher marks the work and comments as necessary. At the end of a unit of work the teacher makes a summary judgement about the work of each pupil, based upon the expectations for that unit. Children who have reached a different level of achievement from the expectation of the majority, having made either more or less progress, will be noted.

Suitable tasks for assessment include:

- Small group discussion perhaps in the context of a practical task
- Specific assignments for individual pupils
- Individual discussions

Reporting Procedures

Parents will be informed twice a year of their child achievement in History, at Parents' Evening and by a comment in the End of Year Report. Achievement will link to the progress made in the child's knowledge and understanding of the relevant aspects of breadth of study and their acquisition of historical skills and concepts.

Sources

The requirements of the National Curriculum and the age and ability of the children in school leads to the use of the following types of resources:

- Artefacts
- Pictures and photographs
- Music
- Adults talking about the past
- Written sources including documents and printed sources
- Buildings and sites
- Computer-based materials
- Stories, myths and legends

- History provides opportunities for certain specialist teaching materials
 - These include the use of fieldwork
 - Educational visits to museums and other sites
 - Computer-generated simulation activities
 - Visits to school by History groups.

Location

There are sufficient resources for all History teaching units in the school. The resources for each year group are kept together in an area convenient for the classes. The library contains a good supply of topic books and Knowsley Library Service provide topic loans termly to support children's individual research.

Multi-cultural and Equal Opportunities

Through the teaching of History we will support and reinforce the school's multicultural and equal opportunities policies.

All teaching and non-teaching staff are responsible for ensuring that all pupils irrespective of gender, ability, ethnicity and social circumstances have access to the whole curriculum and opportunities to make the greatest progress possible in all areas of the curriculum. History provides a variety of opportunities for teaching which reinforces this ideal.

The National Curriculum for History states that at Key Stage 1:

- ... Pupils should be taught about the everyday life, work, leisure and culture of men, women and children in the past...
- Pupils should be taught about the lives of different kinds of famous men and women...

The National Curriculum for History states that at Key Stage 2:

- Pupils should be taught about the social, cultural, religious and ethnic diversities of the societies studied and the experiences of men and women in these societies...

In line with this the work covered in History takes account of the commonality and diversity of societies and of the men and women of past and present times.

Teaching History to children with special educational needs

Children whose needs are greater than the majority will be able to access the History National Curriculum through the use of scaffolded tasks and activities that will extend and challenge the least and the most able, enabling them to progress at the appropriate level of their ability.

These activities are built into teachers' weekly planning. The differentiated activities are likely to include some of the following methods.

- Use of simplified/more difficult written sources
- Use of simplified/more difficult worksheets
- Use of simplified/more difficult questioning techniques
- Use of non-written sources
- Setting tasks and activities that require oral/drawing/painted/constructed/dramatic responses as well as written responses.

Spiritual Development

Teachers should take the opportunity, when it arises, to arouse in the children a sense of awe and wonder at the technological, scientific and aesthetic achievements of the past. We provide children with the opportunity to discuss moral questions, or what is right and wrong, when studying topics such as the slave trade in local history. Children learn how British society has changed over time.

Personal, Social and Health Education (PSHE) and Citizenship

History contributes significantly to the teaching of PSHE. Children develop self-confidence by having opportunities to explain their views on a number of social questions such as how society should respond to poverty and homelessness. They discover how to be active citizens in a democratic society by learning how laws are made and changed, and they learn how to recognise and challenge stereotypes and to appreciate that racism is a harmful aspect of society. They learn how society is made up from people of different cultures and start to develop tolerance and respect for others.

Inclusion and Equal Opportunities

All teaching and non-teaching staff at Monksdown Primary School are responsible for ensuring that every pupil, regardless of gender, race, culture, background and ability have the opportunity to experience education at an appropriate and challenging level. To ensure that pupils experience high standards of success, History needs to be taught with regards to pupil's abilities to ensure progress.

We aim to identify and minimise barriers to learning and take account of gender, ability, disability, social, cultural, and linguistic background when planning lessons. Provision is made to enable all pupils to participate effectively in curriculum and assessment activities. A wide range of gender specific and cultural images that challenge stereotypes will be used.

This policy ensures that certain aspects of History are not seen as more appropriate for boys or girls.

Individual teachers consider carefully the groupings they have. These might depend on the experiences the children have had in their home environments.

Accessibility and Teaching History to pupils with Special Educational Needs

We teach History to all pupils, whatever their ability, in accordance with the information set out in our school curriculum overviews, providing a broad and balanced curriculum to all. Teachers provide learning opportunities matched to the needs of children of all capabilities, setting and reviewing appropriate targets.

Subject Leadership

The Subject Leader will:

- Ensure that the subject is regularly discussed with staff and children alike, reviewed and monitored within the school. This will include looking at books, displays and lessons.
- Keep resources up-to-date and relevant, particularly in preparation for each unit of work.
- Promote good subject practice throughout the school.
- Set a good example of subject practice.
- Support long term planning for the whole school.
- Inspire learning
- Provide support and guidance to colleagues on teaching the units of work
- Purchase and organise resources
- Maintain equipment and make them easily accessible for teachers
- Attend courses for CPD and report back to staff

Policy Review

This policy was last reviewed: Spring 2022

Date of next review: Spring 2024