



History Policy

Our Vision

Our Learning Intent

History Vision: To inspire children's curiosity about life in the past, to help them to ask questions, think critically so that they can develop a coherent knowledge and understanding of Britain's past and that of the wider world.

At Coupe Green Primary School, we view History not only as simple facts and dates but encourage pupils to become detectives who explore the past in an exciting way. Our curriculum starts with a key question. The children's learning progresses through a series of mini questions, key skills and knowledge which then allow them to investigate, question and explore the past. We strive to provide children with a wide range of sources and quality texts from which the past may come alive. History allows our children to compare and contrast, to examine how and why things have changed, to learn about historical figures and expand their research and inquiry skills. We teach children to be open minded, enquiring thinkers who understand cause and effect and develop their own interpretations of the past. We want them to understand how people have lived in the past and compare this to modern life. We encourage first hand experiences through handling real artefacts and wherever possible arranging field work visits to relevant sites of historical interest in the region or bringing in specialists for in-school workshops.

Aims

The national curriculum for history aims to ensure that all pupils:

- 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', 'significant';
- 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.

Equal opportunities

We understand that the children have different backgrounds in terms of knowledge, experience, ability and those who may have additional needs or barriers to their learning. We therefore aim to ensure that History throughout the school is accessible by all pupils, regardless of ability, gender, race or belief. We strive to ensure teaching and learning is to be made relevant to the pupils' own experience and abilities, including meeting the needs of children with SEND or EAL so that they can access the curriculum. Teachers are creative in adapting teaching and learning to reduce/remove barriers to enable all children to make progress.

Where children are not yet engaged in subject specific study, pupils will be taught using the Engagement Model curriculum and will have access to enhanced continuous provision environments where learning will focus on the 5 key elements: exploration, realisation, anticipation, persistence and initiation. Children who have been identified as being more able will have their work differentiated to provide suitable challenge and deeper thinking.

Objectives

1. To help all children develop a sense of the past and to develop a chronological framework for learning about life in past times.
2. To enable children to learn about famous people and their impact on our lives.
3. To develop children's knowledge and understanding of the growth and development of our nation and its relationship with the rest of the world.
4. To develop children's skills as historians to enable them to research and discover the past.

Curriculum

Teachers have worked together to design a bespoke curriculum so that it includes both the National Curriculum as well as considering the needs, interests and significance of the pupils and area in which we teach. Staff use the school's long-term map, unit coverage and the medium-term plan to inform their planning. Due to being a mixed age class school, we have a Cycle A and Cycle B to ensure full coverage of the National Curriculum for every child.

Strategies

1. We will begin the teaching of history in Foundation Stage as the children begin developing their knowledge skills and understanding of the world by starting with the most recent past. We will use photographs, artefacts, visits out into the locality, and by talking to older people about 'then and now'.

2. As the children move into Key Stage 1 they will build on their earlier work using 'living memory', eye-witness accounts' and the immediate environment of the school as their starting point.
3. Strong links will be made with the teaching of English. Stories, plays and poems set in different periods of history will be shared with the children.
4. History will become a stimulus and a springboard for the development of oracy, writing and for the development of thinking and reasoning skills.
5. As they become older the children will learn about at least one of the different periods of history set out in the history guidelines of the National Curriculum.
6. Art, design technology, drama will be closely linked with history as children use these subjects to communicate what they have learnt.
7. On every appropriate occasion, teachers will use first-hand experience, visits, visitors, artefacts and the local and wider environment to engage children's interest and imagination.
8. Through their understanding of the past and of lives in different conditions children will be encouraged to develop their feelings and 'empathy' for others.
9. Through their understanding of the past children will be helped to develop an understanding of their identity as a British subject.
10. Children will learn about development of democracy, our government, the Monarchy, citizenship, and the Law. They will learn about rights and responsibilities, moral, social and environmental issues.
11. We will use financial resources to build up an extensive collection of resources, artefacts and books to support the teaching of history.

Books

At the start of each new topic, staff will mark each new unit with a key question cover page. Each subsequent lesson will have a key learning objective which will outline the skill the children have learnt. Each lesson will explore a mini question which forms the learning journey in order to be able to fully answer the big key question. At the end of a unit, the children will revisit the big key question and this will be used to inform assessment.

Working Walls

We use our displays to evidence the children's journey of progression with knowledge and skills towards the bigger key question. On each classroom display, you will find the key question, series of mini questions and be able to see the History learning journey through examples of children's work. This is used as a working wall and is updated as subsequent learning has taken place and language taught.

Assessment

In History, assessment is an ongoing, continuous process. On our medium-term plans, each History unit will have a key question. Each lesson will then have a mini question which helps

apply taught knowledge and skills to the bigger key question as a learning journey towards the end goal. Each topic has core 'sticky knowledge' of language and facts we want the children to remember. We use low stakes quizzes and interactive formative assessment strategies to continuously revisit what came before in order to aid us move on to the next learning. At the end of each unit, the children will revisit the core key question and their responses will be used to inform summative judgements.

Outcomes

Learning about History will be fun. It will be used to promote excellence and enjoyment; it will have a strong presence in the ethos of the school through displays, performances, music, drama and assemblies.