



Grove Vale Primary School

History Policy

February 2023

Approved by:

Date: 23/02/2023

Last reviewed on:

Next review due
by:



An introduction to History at Grove Vale

At Grove Vale, we aim for the children to develop enthusiasm and enjoyment for History. We strive to develop their knowledge and understanding of important eras, historical figures and events. We encourage children to be curious, to know more about the past and reflect on its impact on their lives today. We teach children to ask perspective questions through the skills we teach, think critically, weigh evidence and develop perspective and judgement.

Through our curriculum framework, it is our intent to help develop chronological understanding by linking current learning to previous learning and to make sense of the new knowledge that they acquire.

We long to develop a love for history by providing the children with the crucial skills of enquiry, critical analysis and the process of change to develop prospective and judgement. Therefore, we provide the children with a variety of sources to explore historically valid questions, hypothesise and make valid references.

We aspire to nurture the children to develop a sense of their own identity and understand the challenges of their time.

Objectives

The aims of teaching history in our school are to enable our pupils to:

- To help pupils to develop their 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 consequence.

Teaching and Learning Style

Through our history teaching we provide learning opportunities that enable all pupils to make good progress. We support children in retaining their knowledge and skills over time through the use of our 'knowledge organisers'. We also plan retrieval tasks for each lesson which supports learning and assessments. Furthermore, children are supported with 'fast forward and rewind' documents in their books which shows the learning journey that they take in history. Timelines are also stuck in the back of every pupil's book and this supports their chronological understanding of events.



Our history teaching focuses on enabling our pupils to think as historians. We encourage them to engage in history by drawing on their existing knowledge, skills and understanding in each particular topic. We try to provide our pupils with opportunities to learn about history in many different ways and where possible, provide opportunities for them to experience life in the past through sensory and first-hand experiences. We provide opportunities for children to learn about the past through artefacts, places of interest and historical sites, drama, role-play and through the use of visitors. Pupils also have access to secondary sources such as non-fiction books, stories about the past, photographs, internet resources and videos.

We recognise that in all classes there is a wide range of abilities and so we seek to provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child, whether differentiated, open-ended investigations, providing resources of different complexity, pre-teaching if necessary; or with adult support.

We teach History to:

- Spark pupils' curiosity about the past in Britain and the wider world
- Encourage thinking about how the past influences the present
- Help students develop a chronological understanding of the past including significant events and people
- Foster a sense of identity and an increased understanding of pupils' own position in their own community and the world
- Develop a range of skills and abilities specific to this subject to enable children to explain how and why contrasting viewpoints of the past have been constructed.

History curriculum planning

At Grove Vale, we use and follow the PlanBee scheme of work for history. This is a progressive planning format which maps out the objectives taught each half term through an overview. Furthermore, the curriculum overview for history ensures progression and coverage of the History National Curriculum programmes of study. These also cover specific skills; subject based vocabulary and the opportunity for children to study history with a local based theme.

We teach our children to use appropriate historical language and vocabulary. Every unit taught is also adequately adapted to the needs of the individual child. The four main areas covering this program of study are:

- Chronological Understanding
- Range and depth of historical knowledge
- Interpretations of History
- Cause and Consequence



Early Years Provision

History in EYFS is taught as an integral part of the topics covered within the year. History contributes to a child's learning of 'Understanding the World' and the children focus on a range of stories, images, songs and artefacts relating to the past. In EYFS, the children learn about history through experiences relating to Guy Fawkes, the Moon Landings, look at artefacts to discuss old and new, how transport has changed, clothing and familiar events. Through these stories and discussions, children learn key vocabulary relating to history and specific vocabulary relating to each story or event.

Children at the expected level of development will:

- Talk about the lives of the people around them and their roles in society
- Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class
- Recall some important narratives, characters and figures from the past encountered in books read in class.

Assessment and Monitoring

Teachers assess history in line with the assessment and marking policies of the school. We use assessment as an integral part of our teaching process and use it to inform future planning and to facilitate differentiation. Teachers will make a termly assessment of children's progress against the skills required for their own year group. This is reported to parents annually. Assessment is on-going to check the pupils' understanding of the topic and ensure progress is being made. Monitoring takes place regularly to ensure coverage, progression and continuity throughout the school. This is done through sampling children's work, teacher's differentiation of planning for children and talking to staff and pupils. Pupil voice and conferencing is seen as a fundamental aspect of the assessment process.

Pupils' historical work is regularly displayed in school and inset days and monitoring of topic books are used to provide support to staff as part of professional development.

In the Foundation Stage assessments are made under the main heading of 'Understanding the World.' Assessments are mainly made through observation and questioning. This information is fed into the 'Tapestry' software and is used to facilitate planning, assessment and reporting.

Monitoring and Review

Evaluation is carried out to enhance the teaching and learning of history within our school. It is the responsibility of all staff, both teaching and non-teaching to evaluate the provision, delivery and outcomes of history in order for pupils to make the greatest possible progress. We have an open and supportive environment where children are encouraged to reflect on their own work. The monitoring of the standards of children's work is the responsibility of



the class teacher and the quality of teaching in history is the responsibility of the subject leader. The subject leader identifies areas for further improvement, resulting in an action plan for the following year. The subject leader's role is to support colleagues in the teaching of history, being informed about current developments in the subject and providing a strategic lead and direction for history in the school.