

Monkton Church of England Primary School

History Policy

Lead Person: Jessica Bax

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Signatures:

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Chair of Governors Executive Headteacher



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| **Monkton Church of England Primary School** |
| **Compassion, Courage, Justice****Jesus said, ‘Go and do the same.’** |
| Our school has compassion at its heart, which inspires us to be people of courage, who care for ourselves, stand with others and seek justice as we grow and discover the world around us.By knowing each individual, our learning environment is shaped to encourage creativity, promote challenge through our learning values and nurture spirituality, ensuring all thrive. |
| **The Parable of the Good Samaritan**Luke 10:25-37 English Standard Version (ESV)  |
| **Christian Foundations** |
| **Compassion Courage** **Justice** |
| **As a Federation, we are passionate about every individual flourishing, so that they can be nurtured and develop as well-rounded children, living life in all its fullness.**Every policy is written with our Christian Vision and Foundations in mind. |

**Introduction**

This document is a statement of the aims, principles and strategies for the teaching and learning of History in Foundation and Key Stages 1 and 2. The policy outlines how History is taught throughout the school and should be read in conjunction with the Assessment Policy, SEN Policy, Equal Opportunities Policy and Health and Safety Policy.

**Definition**

History teaching in the Primary School is about real people who lived, and real events which happened in the past. History is concerned with sequence, time and chronology and is the study of evidence about the past. History fires the children’s curiosity about the past in Britain and the wider world and plays an essential part in preparing them for living and working in the contemporary world. They discover what past societies were like, how these societies organised their politics, and what beliefs and cultures influenced people’s actions. This allows them to gain an understanding of how the past may influence the present. As they do this, children develop a chronological framework for their knowledge of significant events and people.

History gives our children a sense of identity, set within our social, political, cultural and economic relationships. They see the diversity of human experience, and understand more about themselves as individuals and members of society. What they learn can influence their decisions about personal choices, attitudes and values.

In this subject, children use key enquiry skills to find and evaluate historical evidence to reach their own conclusions. Through this learning, children learn to argue for their point of view based on their findings.

**Aims**

* To instil in the children a curiosity and understanding of events, places and people in a variety of times and environments.
* To develop an interest in the past and an appreciation of human achievements and aspirations
* To understand the values of our society, past and present
* To learn about the major issues and events in the history of our own country and of the world and how these events may have influenced one another
* To develop a knowledge of chronology within which the children can organise their understanding of the past
* To understand how the past was different from the present and that people of other times and places may have had different values and attitudes from ours
* To understand the nature of evidence by emphasising the process of enquiry and by developing the range of skills required to interpret primary and secondary source materials
* To distinguish between historical facts and the interpretation of those facts
* To understand that events have a multiplicity of causes and that historical explanation is provisional, debatable and sometimes controversial
* To develop a greater understanding and appreciation of other cultures and races around the world

**Strategies for the teaching of History**

The predominant mode of learning is through whole class teaching and a combination of group and individual learning. Children are encouraged to use skills in critical thought and questioning combined with an emphasis on the development of historical skills.

The emphasis on our teaching of history is based on primary experiences and secondary sources which are used when developing these historical skills.

Children are encouraged to take an active role in their learning and are provided with opportunities to develop the key skills of communication as well as improve their own learning performance.

Computing, including the use of computers and audio-visual aids, will be used in various ways to support teaching and motivate children’s learning when it is the most efficient and effective way of meeting the lesson’s objectives. Pupils are encouraged to communicate their findings in a variety of ways, including using computing.

Specific historical skills are highlighted and tracked through the use of Cornerstones and its supporting tools. Coverage throughout both Key Stage 1 and Key Stage 2 is monitored and assessed through the use of Arbor and is checked by the subject leader.

Emphasis is given to highlighting multi-culturalism in a non-stereotypical way when learning about different time periods and cultures; thus, contributing to pupils’ moral, cultural and social education. This will include participation in a celebration of Black History week, with an emphasis on British Black History.

Opportunities will be sought to link history to other curriculum areas, primarily through the Cornerstones curriculum, so pupils can develop and apply their historical, enquiry skills within a meaningful context.

History is celebrated through the use of display and presentation of work to the class and wider audiences, including taking part in an annual History focus week. All history learning should be presented to a high standard and in line with the presentation policy of the school.

**Programmes of Study**

History is a National Curriculum foundation subject with designated programmes of study for Key Stages 1 and 2.

Teaching should ensure that historical enquiry skills are used when developing the subject specific knowledge as stated within the National Curriculum.

During the Foundation Stage, children will work towards the historical aspects of the Early Learning goal for Understanding of the world.

**Expectations**

Children within the Foundation stage will talk about past events in their lives and in the lives of their family as well some other significant people.

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’, ‘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.

By the end of Key Stage 1, most children will be expected to have knowledge regarding-

* changes within living memory. Where appropriate, these should be used to reveal

 aspects of change in national life

* events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries]
* the lives of significant individuals in the past who have contributed to national and

 international achievements. Some should be used to compare aspects of life in

 different periods [for example, Elizabeth I and Queen Victoria, Christopher Columbus

 and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and

 LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale

 and Edith Cavell]

* significant historical events, people and places in their own locality.

By the end of Key Stage 2, most children will be expected to have knowledge regarding–

* changes in Britain from the Stone Age to the Iron Age
* the Roman Empire and its impact on Britain
* Britain’s settlement by Anglo-Saxons and Scots
* the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward
* the Confessor
* a local history study
* a study of an aspect or theme in British history that extends pupils’ chronological

 knowledge beyond 1066

* the achievements of the earliest civilizations – an overview of where and when the first
* civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China
* Ancient Greece – a study of Greek life and achievements and their influence on the

 western world

* a non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300.

**Time Allocation and Organisation**

History is taught in a cross-curricular way through the termly topic learning based on the Cornerstones curriculum. Each class teacher will provide regular lessons during those terms/weeks when History is being studied. When being studied, history lessons should last for approximately 1 hour.

Pupils will follow the Knowledge and Understanding Early Learning Goals for the Foundation Stage (see Early Years Policy), which aim to promote social skills and historical language and understanding.

**Additional Educational Needs including Gifted**

Support for AEN children follows the school’s Inclusion Policy. The study of history will involve all children within the class in a variety of differentiated ways addressing all learning styles.

The class teacher will also ensure that the needs of any exceeding children, who require further challenge, in their class are met through the lesson planning for this subject.

**Equal Opportunities**

The scheme of work and teaching strategies in history should:

* Ensure equal access to the curriculum for all regardless of ability, ethnicity and gender
* Ensure sensitive treatment of gender, ethnic and religious issues
* Avoid stereotyping

**Continuity and Progression**

Planning is based upon Cornerstones Long Term Plans. Medium Term and Weekly plans are drawn up by year group teachers for each topic and are monitored by the subject leader. These plans are carefully balanced to ensure full coverage of the National Curriculum Programmes of Study. There is a clear skills progression document, which shows how we expect skills to develop across our school as children move through the year groups.

**Assessment and Recording**

Formative assessment is used to identify the progress of individual pupils in history. This determines what each child has learned and what could be the next stage in their learning.

Feedback to pupils about their own progress in history is achieved through marking and verbal feedback.

As the topic progresses teachers are required to assess the ability of pupils to apply the skills taught and track progress and coverage. Arbor should be used on a regular basis to record what has been taught and the assessments that show how children are progressing.

**Monitoring**

Monitoring of History takes place throughout the school by:

* Observation of individual lessons
* Monitoring of children’s books
* Discussions between teaching staff and with children
* Observation of the learning environment
* Regular use of Arbor

**The Role of the Subject Leader**

* To undertake monitoring of standards in history and use this to inform the subject action plan.
* Provide leadership and management of their subject to secure high-quality teaching and learning.
* Play a key role in motivating, supporting and modelling good practice for all staff.
* Take a lead in policy development and review
* To liaise with outside agencies and attend subject specific courses.
* To report to the Head teacher and Governing Body on history-related issues.
* To plan and organise the allocation and purchase of resources in accordance with any available budget.

**Health and Safety**

In their planning teachers will risk assess any adventurous activities and conform to the Health and Safety Policy. They will also explain the reasons for safety measures and discuss any implications with the children. When undertaking historical activities children will always be encouraged to consider safety for themselves and others and to take care of the environment and the resources used.