



# History Policy

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## Key Document Details

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**Purpose of study** – 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 inspire pupils' curiosity to know more about the past. 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. At Moredon, our intent, when teaching History is to stimulate the children's curiosity and to ask thought provoking questions which will support the pupils' in their learning journey and instil a breadth of knowledge, skills and understanding to take them to new horizons.

## **1 Aims and objectives**

- 1.1** At Moredon Primary and Nursery School we want to ensure that our pupils gain a knowledge and understanding of Britain's past and that of the wider world. We want to inspire pupils' curiosity to know more about the past, to ask questions and understand how the past has shaped our world. Where possible, we link subject areas to provide a purpose for History; this is only done where it is relevant. We want History to be real for our pupils and so want to expose them to a range of historical resources and allow them opportunities to visit museums, listen to guest speakers, take part in workshops and watch Historical based plays as well as handle objects from the past. We commemorate key events from British and World History each year such as Armistice Day, Bonfire Night, St George's Day and take part in National events such as the VE day anniversary.
- 1.2** By the time the pupils' leave Moredon Primary and Nursery school they should have developed;
- A secure knowledge and understanding of people, events and contexts from Historical periods taught with an awareness of chronology and concept of time.
  - A curiosity to delve into the past and be an enthusiastic learner that understands how History could be interpreted in different ways.
  - The ability to be increasingly critical and analytical within their thinking. Making informed and balanced judgements based on their knowledge of the past.
  - A clear understanding of how History has shaped the world they currently live in and be confident to pursue lines of enquiry and questioning.
  - A respect for historical evidence and the ability to make robust and critical use of it to support their explanations and judgements.
  - A desire to embrace challenging activities, including opportunities to undertake high-quality research across a range of History topics.

## **2 Teaching and learning style**

- 2.1** History teaching focuses on enabling children to think as historians. We place an emphasis on examining historical artefacts and primary sources. We encourage visitors to come into the school and talk about their experiences of events in the past. We recognise and value the importance of stories in History teaching and we regard this as an important way of stimulating interest in the past. We focus on helping children understand that historical events can be interpreted in different ways and that they should always ask searching questions, such as 'how do we know?', about information they are given.
- 2.2** We recognise the fact that there are children of widely different historical abilities in all classes and we provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this by:
- setting common tasks which are open-ended and can have a variety of responses;
  - setting tasks of increasing difficulty, some children not completing all tasks;
  - grouping children by ability in the room and setting different tasks to each ability group;

- providing resources of different complexity according to the ability of the child;
- using classroom assistants to support the work of individual children or groups of children.

### **3 History curriculum planning**

- 3.1** We use the National Curriculum for History as the basis for our curriculum planning in Key Stage 1 and 2, linked into the key skills outlined in our topic map. We ensure that there are opportunities for children of all abilities to develop their skills and knowledge in each unit and we build planned progression into the unit of work so that the children are increasingly challenged as they move up through the school.
- 3.2** Our curriculum planning is in two phases (long-term, short-term). Our long-term plan maps the History topics studied in each term during each key stage. The History subject leader works this out in conjunction with teaching colleagues in each year group.
- 3.3** Each class teacher or year group team creates a plan for each lesson. These lesson plans list specific learning objectives and skills. The class teacher/team keeps these individual plans, and these are reviewed by the History subject lead throughout the year.
- 3.4** We plan the topics in History so that they build upon prior learning. Children of all abilities have the opportunity to develop their skills and knowledge in each unit and, through planned progression built into the scheme of work, we offer them an increasing challenge as they move up the school. This also creates an understanding on Chronology and a better knowledge of Historical events.

### **4 Foundation Stage**

- 4.1** We teach History in nursery and reception classes as an integral part of the topic work covered during the year. These classes follow the Statutory Programmes within the Statutory Framework for the EYFS, the Early Learning Goals and the non-statutory Development Matters objectives for Understanding the World. History contributes to a child's knowledge and understanding of the world through learning about past and present.

### **5 The contribution of History to teaching in other curriculum areas**

#### **5.1 English**

History contributes significantly to the teaching of English in our school by actively promoting the skills of reading, writing, speaking and listening. Some of the texts that we use in the teaching of English are historical in nature. Children develop oral skills through discussing historical questions or presenting their findings to the rest of the class. They develop their writing ability by composing reports and letters and through using writing frames.

#### **5.2 Mathematics**

History teaching contributes to the teaching of mathematics in a variety of ways. Children learn to use numbers when developing a sense of chronology through doing activities such as time-lines. Children learn to interpret information presented in graphical or diagrammatic form.

#### **5.3 Information and communication technology (ICT)**

We use ICT in History teaching where appropriate and we meet the statutory requirement for children to use ICT as part of their work in History at Key Stage 2. Children use ICT in History to enhance their skills in data handling and in presenting written work, and they research information using the Internet. Children have the opportunity to use the digital camera and Ipads to record and use photographic images and they communicate with other children in other schools in other countries by using ICT.

#### **5.4 Personal, social and health education (PSHE) and citizenship**

History contributes significantly to the teaching of personal, social, citizenship and health education. 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 recognize and challenge stereotypes and to appreciate that racism is a harmful aspect of society. They learn how society is made up of people from different cultures and start to develop tolerance and respect for others.

## **5.5 Spiritual, moral, social and cultural development**

When teaching History, we contribute to the children's spiritual development where possible. We also provide children with the opportunity to discuss moral questions, or what is right and wrong, when studying topics. Children find out how British society has changed over time. The History programme of study enables children to understand that Britain's rich cultural heritage can be further enriched by the multi-cultural British society of today

## **6 Teaching History to children with special educational needs**

**6.1** At our school we teach History to all children, whatever their ability. History forms part of the school curriculum policy to provide a broad and balanced education to all children. Through our History teaching we provide learning opportunities which enable all pupils to make progress. We do this by setting appropriate learning challenges and responding to each child's different needs. Assessment against the Early Learning Goals (ELG) and National Curriculum allows us to consider each child's attainment and progress.

**6.2** When progress falls significantly outside the expected range our assessment process looks at a range of factors – classroom organisation, teaching materials, teaching style, differentiation – so that we can take some additional or different action to enable the child to learn more effectively. This ensures that our teaching is matched to the child's needs.

**6.3** We enable pupils to have access to the full range of activities involved in learning History. Where children are to participate in activities outside the classroom, for example, a field trip, we carry out a risk assessment prior to the activity, to ensure that the activity is safe and appropriate for all pupils.

**6.4** High quality first teaching, differentiated for individual pupils, is the first step in responding to pupils who have, or may have SEND. Differentiation occurs in the support and intervention provided to different pupils, through questioning, scaffolding and resources for individual pupils. This is an inclusive approach to individual learners' needs, ensuring language, questioning, concepts and ultimately learning is accessible to all.

## **7 Assessment and recording**

**7.1** Attainment in nursery / reception classes is recorded against ELGs for 'Past and Present' (understanding of the world) and will feed into the foundation stage record. In Key Stages 1 and 2, we assess the children's work in History by making informal judgements as we observe the children during lessons. In foundation and Key Stage 1 much of the work will be practical and oral and will not result in a piece of written work. At Key Stage 2, there will be a balance between practical, oral and written work. Once the children complete a piece of work, we mark and comment as necessary. The majority of work in History at Key Stage 1 is done at a practical or discussion level.

## **8 Resources**

**8.1** We have sufficient resources in our school to be able to teach all the History units linked to the National Curriculum and these resources in a central store. We also keep a collection of Historical artefacts which the children will use for enquiry and to spark curiosity for both key stages. In the library we have a good supply of History topic books and a range of educational software to support the children's individual research.

## **9 Monitoring and review**

- 9.1** The History subject leader is responsible for monitoring the standard of the children's work and the quality of teaching in History. The History subject leader is also responsible for supporting colleagues in the teaching of History, for being informed about current developments in the subject, and for providing a strategic lead and direction for the subject in the school.

This policy will be reviewed annually

**Signed:** Jo Palmer

**Date:** September 2022