Northbrook Primary Academy



History Policy

Date of policy: September 2021

Review Date: September 2022

At Northbrook Primary Academy, our children’s happiness, well-being and achievements are at the heart of everything we do. We provide a nurturing environment for each child, where they feel safe and supported to achieve their full potential.

Our logo represents the nurture and opportunities for growth we provide for all of the children in our care. The compass and brook not only refer to our name, they also represent the educational journey each child will embark on from the moment they join us here at Northbrook.

At Northbrook we recognise that every child is unique and all our staff strive to ensure that every child is given the opportunity to work to the best of their ability. We endeavour to develop the whole child and prepare each one academically, emotionally and socially to live and succeed in an ever-changing world. We provide our children with a wide range of experiences to ensure every child can develop a love of learning, enjoy being in school and have a chance to shine. We aspire to ensure that our children leave us with the best possible foundations upon which they can build throughout their lives. We are incredibly proud of our children and want our children to feel proud of themselves.

We take pride in the family atmosphere that we have developed and value the partnerships we have with parents, carers and the local community. It is important to us all at Northbrook that parents feel part of our school as well and always feel welcome.

**Our values are at the HEART of our school**

**Happiness**

**Empathy**

**Aspiration**

**Respect**

**Teamwork**

At Northbrook Primary Academy, we believe that a well-rounded History curriculum is vital in ensuring that children gain a deeper understanding of Britain’s past and that of the wider world. Our curriculum has been designed so that children gain this knowledge as they continue their journey through school. Learning starts in the Early Years and Key Stage One with family history, the local area and key historical people and dates such as The Great Fire of London, The Gunpowder Plot and Remembrance Day. Teaching through our termly Learning Journeys, we seek to equip pupils with a secure understanding of chronology.  Children learn about significant people and events in history and ancient civilisations, seeing where these lie in relation to the wider timeline of history. By studying British History from the Stone Age to Vikings, Roman Britain to World War 2. Such a wide time frame allows our children to identify how Britain influenced and has been influenced by the wider world.

Through our History curriculum, we strive to inspire pupils’ with opportunities to ask questions, think critically, analyse evidence, debate difference and develop a curiosity and fascination about the pass and the effect the past has had on the modern world. We endeavour to teach our children to understand the complexity of people’s lives, the process of change, the diversity between cultures and identify challenges of their time. History in this way is important in broadening children’s horizons, challenging preconceived ideas and developing life skills in order to prepare them for life beyond school.

**Aims:**

In ensuring high standards of teaching and learning in history, we implement a curriculum that is progressive throughout the whole school. History is taught as part of a half-termly topic, focusing on knowledge and skills stated in the National Curriculum (2014). 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.

**Implementation:**

When teaching History at Northbrook Primary Academy we:

* Begin the teaching of history in EYFS/Reception class relating history to the objectives set out in the EYFS Development Matters (2021) Curriculum.
* Often use a key question to direct pupils' thinking / enquiry about the past and often extended to challenge those pupils who are more able.
* Use a range of sources such as people, books, the local environment, sites, photographs, portraits, artefacts, written materials, technology based materials, data, video extracts.
* Work in a variety of contexts - individually, in groups, as a whole class.
* Present their knowledge and understanding in a variety of ways

History teaching can be used to enrich and be enriched by other areas of the curriculum such as:

**Mathematics**: Looking at past number systems, chronological dates.

**English**: Previous languages, communicating historical learning and understanding through reading, writing and speaking. Experience of historical writing in different genres.

**ICT**: The internet provides a rich source of information on the periods studied and also allows children to build the understanding and empathy for different periods through games and simulations. ICT also offers the children different ways of presenting their findings from historical research.

**P.E**: Looking at past exercise regimes and dances (e.g. Egyptian dance)

**Geography**: Looking at the history of different countries, continents and landscapes. How the world and the people/animals in it have changed, how the local environment has changed, railways throughout the country.

**Music**: Looking at the development of music throughout the time, instruments played at the time period being studied.

**Art**: Changes in artistic style and fashions, famous artists throughout History.

**Assessment:**

To assess pupils' progress in History we:

* Gather evidence of what individual pupils know, understand and can do in history by listening to and discussing with them, and evaluating any work they produce.
* Make termly and end of year judgements.
* Report annually to parents on how well the pupil has achieved.

To monitor and evaluate History the co-ordinator:

* Supports teachers via discussions, leading staff meetings, lesson observations, preparation of INSET, reviews and purchases resources.
* Monitors teachers' medium term planning ensuring key skills set out in the schools Progression of Skills document are being covered thoroughly and with purpose.
* Holds responsibility for securing high standards of teaching and learning in History and evaluate their effectiveness.
* Ensures that practices improve the quality of history education throughout the school.
* Works co-operatively with the SENDCo.
* Discusses regularly with the Senior Leadership Team.