



History Policy

Intent

We believe that high quality history lessons inspire children to want to know more about the past and to think and act as historians.

By learning a range of topics, children will have opportunities to investigate and interpret the past, understand chronology, build an overview of Britain's past as well as that of the wider world, and to be able to communicate historically.

Implementation

Clear strategic planning allows the curriculum to be dynamic and adapt to our school context and children's needs. Age related expectation combine the acquisition of knowledge and development of skills to create a purposeful and exciting learning journey for every child. Outstanding classroom environments stimulate and engage quality thinking and reasoning. Explicit weekly, medium term and long term planning is responsive to the children's needs; incorporating holistic approaches to teaching and learning.

Our curriculum is monitored closely to ensure it meets each national curriculum objective and that work evidence the vocabulary, knowledge and skills needed. The Senior Leadership Team provide ample opportunity for the history subject leader to acquire current approaches to teaching and thereafter is proactive in delivering guidance and developments in the subject. Monitoring enables the SLT and subject leader to evaluate the effectiveness of this professional development across the school.

At Cockfield Primary School, we embrace a pedagogy of 'Personalised Learning' engulfed in the historical wealth that County Durham, and more specially Cockfield Village has to offer. This is implemented into our tailored history curriculum designed around engaging questions. Children's interests are pursued and pupil voice helps shape the curriculum. Teacher and subject leaders look at ways to inspire pupils in History, by using quality teaching, texts, primary sources, visits and visitors to stimulate learning. This gives the learning a clear purpose and allows children to make connections as their learnt knowledge moves through the ages; motivating, and equipping them for historical learning and enquiry today and for their life beyond.

Impact

We use rigorous monitoring throughout the year to gauge the impact of the curriculum design. Senior leaders and the subject leaders carefully monitor history: reviewing learning, evaluating pupil voice, providing individual feedback to move practice forward, celebrating positives and highlighting areas of development. Coverage and progress are accurately assessed through careful analysis of the application of skills as children move through the history curriculum. Children are taught of historical events in Britain and beyond. Children leave Cockfield Primary School with the confidence and critical thinking skills to become historians of the future.

Overall Aims

The aims for teaching History within Cockfield Primary School are:

- To help pupils develop a sense of identity through learning about their family, the development of their community, Britain, Europe and the world.
- To introduce children to what is involved in understanding and interpreting the past.
- To develop a range of skills necessary for historical enquiry and interpretation.
- To arouse an interest in the past and an appreciation of human achievement.
- To understand the present in the light of the past; the influence that events in the past have in shaping the present.
- To develop children's knowledge and understanding of major issues and events in the history of their own country and others.
- To acquire a chronological structure and language in order to provide a framework for understanding the past.
- To understand the difference between the past and present and that people of other times and places may have held different values and attitudes from ours.

Curriculum and School Organisation

The National Curriculum provides the framework for history taught within our school. It outlines the knowledge, skills and understanding which should be delivered in each Key Stage. We use a thematic approach to deliver a history topic of work and ensure that there is a progression of skills across the key stages.

Foundation Stage

History in the Foundation Stage is taught within the specific area of "Understanding the World". History is integrated throughout their topic work, as the children are supported in developing the knowledge, skills and understanding that helps them to make sense of the world.

The pupils are encouraged to talk about their families and past and present events in their lives. We recognise that history makes a significant contribution in developing a child's knowledge and understanding of the world and development of the understanding of time. They begin to gain knowledge and understanding of the world through:

- Photographs/artefacts

- Listening to stories and memories of older people
- Role play activities
- Discussing events in the past and their own personal lives
- Sequencing events to gain a sense of time

Key Stage 1

The 2014 National Curriculum at Key Stage 1 focuses on developing children's awareness of the past, using common words and phrases relating to the passing of time. They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. Children should use a wide vocabulary of everyday historical terms. They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. They should understand some of the ways in which we find out about the past and identify different ways in which it is represented. In planning to ensure the progression described above, through teaching about the people, events and changes outlined below, teachers may introduce pupils to historical periods that they will study more fully at Key Stage 2. Pupils should be taught about:

- Changes within living memory
- Events beyond living memory that are significant nationally or globally
- The lives of significant individuals in the past who have contributed to national and international achievements
 - Significant historical events, people and places in their own locality

Key Stage 2

The 2014 National Curriculum at Key Stage 2 should continue to allow children to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. Children should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources. In planning to ensure the progression, teachers should combine overview and depth studies to help pupils understand both the long arc of development and the complexity of specific aspects of the content.

Pupils should be taught about:

- 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

Teaching and learning

Story and narrative are central to history teaching and are a natural resource in which sequence, causation and change can be explored. For younger children, in particular, they can provide a vehicle for developing language, a chronological environmental understanding and a stimulus for a range of work. There is an important and central place in history for good stories so that children can be taught to listen carefully and critically. History teaching should cause pupils to ask, "How do we know?" and provide them with experiences of working with different source materials, documents, photographs, maps, artefacts, oral testimony, videos, secondary interpretations as well as visits.

Pupils in Key Stage 2 be taught about historical events in order of time so that passed events can be placed in a chronological sequence and their relative distance from the present identified. Although history is strongly rooted in written and spoken language, information technology is a very useful tool for the historian. It can be used to store, retrieve and analyse information and for word processing. All classes have class computers, interactive whiteboards with access to the Internet and opportunities to use laptops and I-pads. Pupils should be encouraged to be imaginative when working with evidence while at the same time respecting it. They should be able to offer hypothetical explanations of past events, supported by carefully reasoned proof, and to test them by comparing sources, discussion and argument. History lends itself to and benefits from a wide range of teaching and learning styles ie. whole class teaching, when new or complex materials are introduced, as well as paired, group or individual work.

Mixed classes

Our long term plan provides an overview of the topics of work which we cover based on the National Curriculum. Our medium term plan ensures that each topic of work has a specific

focus and that the skills which are taught are progressive. The history subject leader keeps and reviews these plans on a regular basis to ensure that they are tailor made for the needs of our children.

Inclusion and the History Curriculum

This policy relates to the school's philosophy for promoting equal opportunities. Children, irrespective of ability, race or gender, are given full access to the History Schemes of Work. In order to provide work that is appropriate to the learning experiences of individual children, it is necessary for the teacher to be aware of the statements/support plans that apply to children being taught in the class. For pupils with SEN, tasks are differentiated accordingly so that all pupils are included. Children with a particular strength in history, or in a topic area, will have their work differentiated accordingly.

Assessment, Record Keeping and Recording

All pupils' work is regularly marked and assessed against the key skills. Pupils are encouraged to improve their own learning performance through the school marking policy. Children are assessed at the end of each term against the skills of progression for history. Reports to parents are completed annually.

Monitoring and Evaluation

History will be monitored by the History subject leader who will be responsible for gathering samples of curriculum work. Appropriate additional evidence eg. photos of activities/displays/visits/assemblies etc will also be kept. History books and plans will be monitored to ensure that the key skills are being effectively taught and match the needs and abilities of the pupils.

Staff Development

All members of staff are entitled to relevant in-service training through LA courses, support and development time and professional development days to ensure all staff reach their full potential.

Responsibilities

Each class teacher is responsible for planning within the EYFS and the National Curriculum Guidelines, to provide children with activities which are differentiated, developmental and provide opportunities of assessment.

The subject leader is responsible for the monitoring of continuity and progression of skills across the key stages; ensuring adequate and appropriate resourcing; the development of suitable programmes of study and the provision of staff guidance.

The Headteacher has responsibility to ensure the delivery of the National Curriculum in accordance with guidelines.

The Governors are responsible for ensuring the history policy meets the needs of all children and is delivered in accordance with National Statutory requirements with the parameters of the school budget.

Review

The curriculum will be kept under review and evaluated regularly. This will require discussion between the Head Teacher, History subject leader and all teaching staff to ensure appropriate coverage of the curriculum and the teaching of key skills are being implemented.

Date of policy: October 2019

Review date: October 2020

History Subject Leader: Mrs Fay Gregson