

Morland Area C of E Primary School

## History Policy



Policy written by Joanne Berry

## Morland C of E Primary School - History Policy

This policy outlines the teaching, organisation and management of history taught and learnt at Morland C of E School.

This school provides a broad and balanced curriculum for all children to access, which is differentiated to meet individual needs and abilities. Children may have special educational needs throughout or at any time during their school career. This policy ensures that curriculum planning and assessment takes account of the type and extent of the difficulty experienced by the child.

### **We teach history to:**

- Fire 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 framework for their knowledge of 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 - particularly those related to finding out about the past, explaining what happened and what people then and now think about what happened.

### **Through history we can also:**

- Improve pupils' skills in literacy, numeracy and ICT
- Develop pupils' thinking skills
- Promote pupils' awareness and understanding of gender, cultural, spiritual and moral issues
- Develop pupils as active citizens

### **In learning history pupils will:**

- Use a range of sources such as people, the local environment, sites, photographs, portraits, artefacts, written materials, ICT based materials, data, TV / video extracts
- Investigate significant issues about the past
- Work in a variety of contexts - individually, in groups, as a whole class
- Present their knowledge and understanding in a variety of ways such as through drama, art, models, various writing styles / genre, collage, timelines, sketches, maps, double page spreads.
- As they grow in confidence, begin to pose and investigate their own questions about the past

### **When teaching history we:**

- Always explain what we want pupils to know, understand and be able to do through the history they are about to do
- Use 'hooks' to draw in the children and foster the enthusiasm and engagement in learning.
- Often use a key question to direct pupils' thinking / enquiry about the past
- Vary the resources and activities to ensure each pupil can be effective in finding out about and trying to explain the past
- Ensure students fully understand what they are learning, how they learn and how well they are progressing.

## To assess pupils' progress in history we:

- Gather evidence of what individual pupils know, understand and can do in history by observing them at work, listening to and discussing with them, and evaluating any work they produce.
- EYFS will record observations on tapestry.
- Make end of year and end of key stage judgements as to whether children are at, above or below the expected level.
- Report annually to parents on how well the pupil has achieved and what has been covered throughout year.

In our curriculum history is taught:

Within an integrated topic approach linking it with our creative curriculum.

### Foundation Stage/EYFS

History in the early years is taught under the umbrella of 'Knowledge and Understanding of the World' from the EYFS. 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. They are beginning to gain knowledge and understanding of the world through:

- Photographs
- 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
- Educational visits

### Key Stage 1

The National Curriculum Programme of Study 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 are often introducing pupils to historical periods that they will study more fully at Key Stage 2.

Pupils should be taught about:

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

## **Key Stage 2**

The National Curriculum Programme of Study 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**

**To teach history we have a range of resources:**

Texts, artefacts, videos, sites, photographs, portraits, primary resources, ICT. In addition artefact boxes may be borrowed from Tullie House, CDEC and other providers. We also visit local archive centres to gain further information regarding the local area.

**To monitor and evaluate history the co-ordinator:**

- Supports teachers via co-planning, team teaching, where necessary
- Monitors teachers' medium-term planning (within topic planning), via the Google Drive.
- Reviews resource provision
- Works co-operatively with the SENCo
- Reviews and ensures implementation of the policy.

**This Policy was ratified by governors on \_\_\_\_\_**

**Signed: \_\_\_\_\_**

**This policy was reviewed in November 2022**

**This policy will be reviewed in November 2027**