

# All Saints' CE Primary School

## History Policy

### Introduction

At All Saints' CE Primary School, we are committed to providing all children with learning opportunities to engage in history. This policy sets out a framework within which teaching and non-teaching staff can work, and gives guidance on planning, teaching and assessment. History 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; it gives us a sense of identity, set within our social, political, cultural and economic relationships. Enquiry questions fire the children's historical curiosity about the past in Britain and the wider world and plays an essential part in preparing us for living and working in the contemporary world. Pupils consider how the past influences the present, what past societies were like, how these societies organised their politics, and what beliefs and cultures influenced people's actions. As they do this, children develop a chronological framework for their knowledge of significant events and people. 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 history, children find evidence, weigh it up and reach their own conclusions, using Historical Research Skills. To do this they need to be able to research, sift through evidence, and argue for their point of view – skills that are prized in adult life.

### Aims

The aims of history are:

- 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
- 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

### Curriculum

The children undertake a broad and balanced programme that takes account of abilities, aptitudes and physical, emotional and intellectual development. Through history the children learn a range of skills, concepts, attitudes and methods of working. It is based on an enquiry curriculum that provokes the children's thoughts, thinking skills and curiosity. Each topic is placed within the chronological time frame of history and this is explored with the children.

Throughout our historical curriculum, we have two 'Golden Threads'; 1. Religion and 2. Local impact. In the Religion 'Golden Thread', the children explore the religious impact from that particular time frame, with a Christian focus. In the Local History 'Golden Thread', the children look at the historical topic and what, if any, impact, this had on our local history.

In KS1 and KS2, the teachers use the 'Collins Scheme of Work' as a basis for their teaching.

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### Early Years

History is taught in the Early Years as an integral part of the understanding of the world topic work through child-initiated and adult led activities. The children are given the opportunity to find out about past and present events in their own lives, and those of their families and other people they know. In the Foundation stage history makes a significant contribution to developing a child's understanding of the world through activities such as looking at pictures of old items and new ones, with them being able to state how they can tell if it is old or new.

### Key Stage 1

During Key Stage 1, pupils learn about people's lives and lifestyles. They find out about significant men, women, children and events from the recent and more distant past in Britain and the wider world. They listen, and respond to stories and use sources of information to help them ask and answer questions. They learn how the past is different from the present. They look at artefacts and discover what this tells us about the past.

### Key Stage 2

During Key Stage 2 pupils learn about significant people, events and places from both recent and more distant past. They learn about change and continuity in their own area, in Britain and in other parts of the world. They look at history in a variety of ways, for example from political, economic, technological and scientific, social, religious, cultural or aesthetic perspectives. They use different sources of information to help them investigate the past both in depth and in overview, using dates and historical vocabulary to describe events, people and developments. They also learn that the past can be represented and interpreted in different ways. They undertake a chronological journey through the past, starting with a local history study, leading in to the Stone Age in Year 3 and ending in the Battle of Britain in Year 6, before looking at historical world diversity, such as Apartheid.

### Teaching and Learning

All Saints' school uses a variety of teaching and learning styles in history lessons with its foundations lying in the enquiry-based model of teaching. Our principal aim is to develop the children's knowledge, skills and understanding in history and we use a variety of teaching and learning styles in our history lessons. We believe in whole-class teaching methods and combine these with enquiry-based research activities. We believe children learn best when:

- They track their historical journey through time on a timeline.
- They have access to, and are able to handle artefacts.
- They go on visits to museums and places of interest.
- They have access to secondary sources such as books and photographs.
- Visitors talk about personal experiences of the past.
- They listen to and interact with stories from the past.
- They use drama and dance to act out historical events.
- They are shown, or use independently, resources from the internet and videos.
- They are able to use non-fiction books for research.
- They are provided with opportunities to work independently or collaboratively, to ask as well as answer historical questions.

Cross curricular links:

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 Literacy are historical in nature. Children develop oracy 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.

Mathematics

The teaching of history contributes to children's mathematical understanding in a variety of ways. Children learn to use numbers when developing a sense of chronology through activities such as creating time-lines and through sequencing events in their own lives. Children also learn to interpret information presented in graphical or diagrammatic form.

Personal, Social, Health and Economic (PHSE) education and Citizenship

History contributes significantly to the teaching of personal, social and health education and citizenship. 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 recognise 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 they start to develop tolerance and respect for others.

History and Computing

Computing enhances our teaching of history, wherever appropriate, in all key stages. The children use technology in a variety of ways, such as word processing, finding information on the Internet, and presenting information through *PowerPoint*. They can also use interactive timeline software, and they can make creative use of the digital camera to record photographic images.

History and inclusion

At our school we teach history to all children, whatever their ability and individual needs. This is in accordance with the school's curriculum policy of providing a broad and balanced education to all children. Through our history teaching we provide learning opportunities that enable all pupils to make good progress. We strive hard to meet the needs of those pupils with special educational needs, those with disabilities, those with special gifts and talents, and those learning English as an additional language, and we take all reasonable steps to achieve this. For further details see separate policies: Special Educational Needs; Disability Non-Discrimination and Access; Gifted and Talented; English as an Additional Language (EAL).

When progress falls significantly outside the expected range, the child may have special educational needs. Our assessment process looks at a range of factors – classroom organisation, teaching materials, teaching style, adaptive teaching – so that we can take some additional or different action to enable the child to learn more effectively.

We enable all pupils to have access to the full range of activities involved in learning history.

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### Assessment for learning

Children demonstrate their ability in history in a variety of different ways. Teachers will assess children's work by making informal judgements during lessons. On completion of a piece of work, the teacher assesses the work and uses this information to plan for future learning. Written or verbal feedback is given to the child to help guide his or her progress. Older children are encouraged to make judgements about how they can improve their own work.

Teachers then assess overall progress for a topic using a colour coded system, based on how well the children have achieved the desired outcomes for the topic. At the end of the year, they use the 'Skills Progression' document to map each child's progress, with regards to develop their skills as an historian.

### Resources

There are sufficient resources for all history topics in the school. These are kept by individual teachers in their classrooms. There is also a plentiful history budget allocation, should anyone require further resource purchases to be made.

### Monitoring and review

Monitoring of the standards of children's work and of the quality of teaching in history is the responsibility of the history subject leader. The work of the subject leader also involves supporting colleagues in their teaching, being informed about current developments in the subject, and providing a strategic lead and direction for the subject in the school.

**Date approved by Curriculum Committee: July 2022**

**Signed:**

**Date for review: Spring 2025**