

# HOLDEN LANE PRIMARY SCHOOL



## History Policy

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# Holden Lane Primary School History Policy

## Our Vision

Through a curriculum of historic discovery, we provide pupils with the opportunities to reflect on the past and consider its fundamental teachings for the future.

## Rationale

At Holden Lane Primary School, we believe that the teaching and learning of history is essential to the development of a child's understanding of the world around them. By providing pupils with the opportunity to explore and research the actions of people and events in the past, they are beginning to cultivate their own ideas, beliefs and values. Educational visits are incorporated within our history curriculum to reinforce pupils' learning experiences and ensure that enrichment and achievement go hand-in-hand.

## Aims

- To foster an interest in the past and to develop an understanding of how the past has influenced the present.
- To develop a sense of chronology so the children can organise their understanding of the past.
- To provide opportunities for investigation and learning using a wide range of sources and information.
- To develop an understanding of how to interpret primary and secondary sources.
- To distinguish between historical facts and interpretation.
- To provide opportunities for children to develop their skills of enquiry, analysis and investigation.
- To learn about key events in the history of their own country and the world.
- To organise information about past societies, making comparisons.
- To promote pupils, spiritual, moral, social and cultural development through the study of past societies.

## Objectives

The following objectives derived from the above aims will form the basis of our decisions when planning a scheme of work. Assessment will also be related to these objectives:

## **EYFS**

Pupils should be taught;

That time passes in sequential order:

- there are days of the week that repeat and go in order;
- there are seasons that repeat and go in order
- the times of the day go in order and repeat everyday e.g. morning is before lunch time

That there are key words/vocabulary associated with the passage of time:

- the past tense of verbs
- before and after as a concept
- ordering language such as First, next, after that, in the end

That the passage of time changes us all:

- stages of human growth from a baby to an elderly
- things are the same/different
- live things do not stay the same over time

That the passage of time changes the world around us:

- notice that things in nature change with time
- know names for baby animals
- organic things decay overtime
- know that the plants/chicks/tadpoles grow and change overtime

That we need to change what we do/wear in response to the passage of time:

- that weather changes according to the seasons
- that we need to dress accordingly to keep ourselves safe and comfortable

That events/celebrations take place at specific points of the year:

- people in our community celebrate special days
- Some of the special days repeat annually at the same time for everybody (Christmas in Winter) and some happen annually for them (birthdays)

## **Key Stage 1**

In planning to ensure the progression described 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 Stages 2 and 3.

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**

In planning to ensure the progression through teaching the British, local and world history outlined below, 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

## **Relevance**

History is vital in teaching pupils about the people and events that changed, and continue to change, the world we live in today. By using their understanding about the societies, cultures and beliefs of the past, pupils can draw on this knowledge to begin to cultivate their own identities and values.

## **Cross-curricular skills and links**

Opportunities for cross-curricular learning.

### **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 differentiated texts that we use to support 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 written pieces such as reports, letters and diary entries.

## **Mathematics**

History teaching contributes to the teaching of mathematics in a variety of ways. Children learn to read and write Roman Numerals as part of the maths curriculum whilst understanding both their history and prevalence within society today. Children also develop a sense of number through chronological activities such as time-lines.

## **Computing**

We use ICT in history teaching where appropriate. Pupils use ICT in history to enhance their skills when presenting written and typed work, and when researching information using the internet. We are also trialling the use of interactive quizzes to help incorporate retrieval skills to secure their knowledge of current and prior learning.

## **Geography**

Geography skills are incorporated within the study of history. Maps and Atlases are used to locate key historical places around the world. Geographical features are also explored as these are often integral to the survival of past civilisations or societies in terms of survival or economic growth.

## **Personal, Social and Health Education (PSHE) and Citizenship**

History contributes significantly to the teaching of personal, social, citizenship and health education. Pupils develop self-confidence by having opportunities to explain their views on a number of social questions such as how society should respond. They discover how to be active citizens in a democratic society by learning how laws are made and changed. 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 start to develop tolerance and respect for others.

## **Spiritual, Moral, Social and Cultural Development**

When teaching history we contribute to the children's spiritual development. We provide children with the opportunity to discuss moral questions, or what is right and wrong, when studying topics. 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. British values of democracy,

rule of law, individual liberty, mutual respect and tolerance of different faiths and beliefs are integrated into the curriculum where appropriate.

## **Continuity and Progression**

### **Early Years**

History is taught as an integral part of the 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 discovering the passage of time.

### **Key Stage 1**

During Key Stage 1, pupils develop an awareness of the past relating to the passing of time. They learn where the people and events they study fit within a chronology

ical framework and identify similarities and differences between ways of life in different periods. Pupils will use a wide vocabulary of everyday historical terms. They will ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. Pupils will understand some of the ways in which we find out about the past and identify different ways in which it is represented.

### **Key Stage 2**

Pupils in Key Stage 2 will continue 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 will note connections, contrasts and trends over time and develop the appropriate use of historical terms. Pupils will regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They will construct informed responses that involve thoughtful selection and organisation of relevant historical information. Pupils will understand how our knowledge of the past is constructed from a range of sources.

## **Equality of Opportunity**

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 that apply to children being taught in the class. For pupils with SEN or EAL, tasks should be differentiated accordingly so that all pupils are included. More able and talented pupils should be identified and their work differentiated accordingly.

## **Health and safety**

Class Teachers and Teaching Assistants will follow agreed risk assessments and share expectations with pupils before undertaking any activities that may require the handling of equipment. Pupils will be taught to handle historical artefacts or equipment safely and with respect during lessons, workshops or educational visits.

## **Assessment for Learning, recording and reporting**

History will be monitored by the History Subject Leader who will be responsible for gathering samples of curriculum work. Appropriate additional evidence: photos of activities, displays, visits and assemblies will also be kept and communicated on the school's website. 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. Assessments linking to the skills of each year group are completed at the end of each unit. Retrieval activities are being incorporated to embed knowledge and key vocabulary. The History Subject Leader will meet with pupils from all year groups to assess the level of understanding and the impact of teaching within the history curriculum.

## **Marking for Improvement**

Written work is marked regularly and clearly, as an aid to progression and to celebrate achievement. When appropriate, pupils may be asked to self-assess or peer assess their work. Marking for improvement comments in a child's book must be relevant to the learning objective to help children to better focus on future targets. To ensure further challenge, pupils who clearly meet the objective should receive a comment to extend their understanding where appropriate.

## **Role of the subject Leader**

History will be led by Miss Yoxall. Standards of teaching and learning will be judged using work sampling, observations, pupil interviews and planning scrutiny. The policy will be reviewed annually.

## **Resourcing**

Specialist pieces of equipment will be held centrally and staff will access when required. Topic-related books are distributed and kept safe for use by the relevant class teachers.

## **Curriculum**

Our History curriculum has been developed to meet the objectives set out in the National Curriculum. A Progression of Skills document has been created to ensure progression across all year groups. Overviews for each unit have been produced which include suggested enquiry questions to ensure a breadth of study, skills to be covered during the unit (taken from the Progression of Skills document) and key vocabulary. We are continuing to develop the understanding and use of key vocabulary, as well as retrieval practice to ensure knowledge is embedded. Educational visits are an important part of our curriculum as they provide pupils with further enrichment opportunities such as studying real artefacts, learning what it was like to live as a Viking, Roman or Knight and exploring places of historical and cultural interest.