Ho

**Date:** September 2023 **Date for Review** September 2024

**History school Policy**

**PENKETH SOUTH COMMUNITY PRIMARY SCHOOL**

**HISTORY POLICY**

**INTRODUCTION**

This policy outlines the purpose, nature and management of the History taught and learned in our school.

The policy reflects the consensus of opinion of the whole teaching staff. It has been drawn up as a result of staff discussion and has the full agreement of the governing body and teachers.

The policy was revised in December 2019. The implementation of this policy is the responsibility of all teaching staff.

**THE NATURE OF HISTORY**

History is our record of what happened in the past and why it took place. It involves children in studying men, women and children in different societies and cultures.

Through History, young children can begin to learn and understand something about the past and its influence on life today. A study of History contributes to children's knowledge and understanding of our own and other people's countries and cultures. Evidence is often incomplete, and the whole picture of what happened in the past is open to interpretation. Our chief aim is that all pupils will enjoy History and develop a curiosity about the past, which informs understanding of the present.

**HISTORY CURRICULUM PLANNING**

History is a foundation subject within the National Curriculum for Key Stages 1 and 2, and forms part of Understanding of the World, which is one of the specific areas of learning in the Early Years Foundation Stage.

Children follow designated Programmes of Study, as outlined in the History National Curriculum.

**Key Stage 1**

During Key Stage 1 pupils 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.

Pupils learn about changes within living memory. They study significant national and global events which took place beyond living memory. They are taught about significant individuals both from Britain and the wider world and compare the times in which they lived. They find out about significant historical events, people and places in their own locality.

**Key Stage 2**

During Key Stage 2 pupils continue to develop a chronologically secure knowledge and understanding of British, local and world history. They note connections, contrasts and trends over time and develop their use of historical terms. They ask and answer questions about change, cause, similarity & difference and significance. They learn how our knowledge of the past is constructed from a range of sources. Each term, a new enquiry question is introduced to get children to develop their understanding further. These questions are linked to the theme of each term, Love the Universe You’re in (Autumn), Express Yourself (Spring) and Full Steam Ahead (Summer).

Pupils are 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 Scotts
* the Viking and Anglo-Saxon struggle for the Kingdom of England
* a local history study of Burtonwood
* about an aspect of British history that extends pupils’ chronological knowledge beyond 1066, WW1, WW2 and the Tudors.
* the achievements of the earliest civilizations: Ancient Sumer, The Indus Valley, Ancient Egypt, The Shang Dynasty, in depth study of Ancient Egypt.
* Ancient Greece and its influence on the western world (covered by each year, every 4 years at the same time as the Olympics).
* a non-European society which contrasts with British history (c. AD 900): Mayan civilization

**Early Years Foundation Stage**

In the Early Years Foundation Stage, children are given the opportunity to find out about past and present events in their own lives and in 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 and forms an integral part of topic work through child initiated and adult led activities. Children work to Early Learning Goals by the end of the Reception class year.

**TEACHING AND LEARNING**

History occurs in the curriculum as a major focus to a topic.

It also occurs:

 - as a smaller element within a topic focusing primarily on another

 subject area.

* as a discrete lesson/talk, sometimes initiated by an anniversary or

celebration of past events, e.g. The Gunpowder Plot, Armistice day.

* as part of an assembly, e.g. discussing the life of a person who lived

 in the past.

* during incidental discussion of children's news, e.g. a visit to a

 museum, an artefact brought from home.

* in displays, both in the classroom and in other areas of the school.

**Our approach**

We use an enquiry approach to the study of History, focusing on Historical questions linked to each theme, e.g. how can small actions eventually change the world? What can become of a dream? What are the essentials to survive? Does anything ever change? Can you have too much power? How does the past affect the future? Do we have the right to invade? How does propaganda influence our beliefs? Is deprivation inevitable? Is wealth a blessing or a curse?

Key Questions are the basis for our Medium and Short term planning.

Staff use enquiry questions to aid their History planning. Pupils’ questions, areas of interest and preferred learning styles are also taken into account. Children are encouraged to independently find the answer to their own questions. Wherever possible, cross-curricular links are made between work in History and the other subject areas (see Appendix).

**Lesson Organisation**

Classroom organisation will depend on the needs and abilities of the children and on the aims of the lesson. A variety of approaches using whole class lessons, group, paired and individual work will be used. The use of relevant resources will influence classroom organisation. Purposeful educational visits and field work will be used to promote learning in this subject.

Children are taught in their normal class group. All teachers are responsible for the planning and teaching of History.

Pupils study the past using a range of historical sources and a variety of materials. Children will have opportunities to use the following resources/historical sources; census material, historical maps and plans, photographs, paintings (prints), artefacts, buildings and sites, historical documents, reference books and the Internet.

They will learn from T.V. programmes, computer software, DVDs, visiting speakers and educational visits.

Children are encouraged to bring items of interest to school.

**Special Educational Needs & Gifted and Talented**

Differentiation by learning objective, task, amount of support and resources, is planned for differing abilities, as well as for identified children with special needs. (See Special Needs Policy). . Difficulty in reading and writing should not limit access to important Historical ideas. Exceptionally able pupils are encouraged to develop their own enquiry questions to deepen their understanding of each topic.

**Equal Opportunities**

Activities within the classroom and further afield are planned to encourage full and active participation by all children, irrespective of ability. Children have opportunities to use ICT as part of their History study. In our History studies, emphasis is given to the roles of both men and women at all levels of society.

**Assessment**

Assessment is a crucial tool in developing the teaching and learning of History and the children’s learning is regularly monitored.

* Teacher / practitioner observations and summative and formative assessment fully informs future planning.
* Pupil’s progress is assessed against the year group History objectives and on the year group Skills progression.
* Teacher / practitioner judgements are supported by evidence produced by the children. The work the children do themselves serves as a record for classes working on each area of the Programmes of Study.
* Children are encouraged to evaluate their own and others’ work in a positive and supportive manner.
* Information is shared with appropriate stakeholders through display, celebration events, newsletters, reports, and relevant websites.
* Pupils’ effort and attainment in History is included in end of year reports to parents.

**ROLES AND RESPONSIBILITIES**

* All stakeholders will work together to ensure the implementation of the History policy.
* The History subject leader is responsible for monitoring curriculum coverage and the impact on teaching and learning. She leads policy development and review. She assists colleagues in the development of medium and short term plans. The subject leader produces an annual Action Plan which identifies areas for development.
* The History subject leader gives the head teacher an annual summary report in which she evaluates the strengths and weaknesses in the subject, and indicate areas for further improvement.

**Monitoring**

The monitoring of the standards of the children’s work and of the quality of teaching in History is the responsibility of the subject leader. The subject leader completes and analyses work books and pupil discussions, to monitor progress both within and between year groups. The History subject leader is also responsible for supporting colleagues in their teaching of History, for keeping informed about current developments in the subject, and for providing a strategic lead and direction for History in the school. The subject leader has specially allocated time for carrying out the vital tasks of reviewing samples of the children’s work, talking to pupils (Subject Champions) and visiting classes to observe the teaching of History.

**HEALTH AND SAFETY**

When engaged in field work and visits, children will be expected to behave in a considerate, responsible manner, showing respect for other people and the environment. (See Behaviour Policy). Children will be encouraged to show care and consideration towards others and be responsible for contributing towards their own health and safety. Staff will adhere to the school’s Health and Safety Policy. Parental support will be used to aid supervision during field trips/educational visits. W.B.C. guidelines will be adhered to and Risk Assessments will be carried out prior to off-site visits. The school’s charging policy will apply for visits.

**EVALUATION AND REVIEW**

All staff will be responsible for monitoring the effects of this policy. The policy will be reviewed annually by the History subject leader and the leadership team and any changes shared with all stakeholders.

**APPENDIX**

**Cross Curricular Links**

History is a skills based curriculum area and many of these skills contribute to and enrich other areas of the curriculum. Links made with other curriculum areas include:

Geography - skills of investigation and enquiry.

* overlapping concepts, such as Cause and Effect, Change, Similarity

 and Difference.

* using maps and plans
* content: ‘The local area’

Science and DT - famous discoveries, inventions, constructions and

 scientific personalities

English - reading literature from different historical periods

* drama – about historical events and situations, empathy
* using historical content to develop pupils’ writing

Maths - Measurement – links with ancient civilizations

* Chronology.
* Roman numerals
* Data handling

Art, Music - famous artists, cultural traditions and musicians from

 the past

* creative responses to historical stimuli

RE - religious events & festivals

Computing / ICT - researching topics and presenting work