



# Redesdale Primary School

## History Policy

Policy reviewed	December 2021
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## **REDESDALE PRIMARY SCHOOL**

### **HISTORY POLICY**

#### **INTENT**

##### **Introduction**

Redesdale Primary School is a happy, vibrant school where a love of learning is encouraged and celebrated. We are passionate about providing our children with enriching real-life experiences in all aspects of school life. We nurture and inspire children to develop lifelong communication skills in a safe and comforting environment. We believe that children will flourish if given the skills to encourage emotional intelligence that can be utilised in all areas of life. Our History Curriculum has been carefully developed with this in mind.

The purpose of this document is to provide teachers, parents and governors with a clear summary of the role of History within the broad and balanced curriculum offered at Redesdale Primary School.

##### **Aims**

The aim of History teaching at Redesdale Primary School is to stimulate our children's interest and understanding about the life of people who lived in, and events of, the past. We teach children a sense of chronology, and, through this, they develop a sense of identity, and a cultural understanding based on their historical heritage. Thus, they learn to value their own and other people's cultures in modern multi-cultural Britain and, by considering how people lived in the past, they are better able to make their own life choices today.

In our school, History makes a significant contribution to citizenship education by teaching about how Britain developed as a democratic society. We teach children to understand how events in the past have influenced our lives today; we also teach them to investigate these past events and, by so doing, to develop the skills of enquiry, analysis, interpretation and problem-solving. Our high expectations strengthen children's ability to learn at a deeper level.

##### **Objectives**

Our objectives in the teaching of History are:

- to foster in children an interest in the past, and to develop an understanding that enables them to enjoy all that History has to offer;
- to enable children to know about significant events in British History, and to appreciate how things have changed over time;
- to develop a sense of chronology;

- to know and understand how the British system of democratic government has developed and, in doing so, to contribute to a child's citizenship education;
- to understand how Britain is part of a wider European culture, and to study some aspects of European History;
- to have some knowledge and understanding of historical developments in the wider world;
- to help children understand society and their place within it, so that they develop a sense of their cultural heritage;
- to develop in children the skills of historical enquiry and investigation, chronology, knowledge and interpretation and organisation and communication.
- to investigate History at a local level and understand how this local history has impacted on our lives today.

## **IMPLEMENTATION**

### **Teaching and Learning**

History teaching focuses on enabling children to think as historians. Whenever possible, we place an emphasis on examining historical artefacts and primary sources. In each Key Stage, we give children the opportunity to visit sites of historical significance. We encourage visitors to come into the school and talk about their experiences of events in the past. We recognise and value the importance of stories in History teaching, and we regard this as an important way of stimulating interest in the past. We focus on helping children to understand that historical events can be interpreted in different ways, and that they should always ask enquiry questions, such as 'How do we know?', about information they are given.

We recognise that in all classes, children have a wide range of ability in History, and we seek to provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this by:

- setting tasks which are open-ended and can have a variety of responses;
- setting tasks of increasing difficulty, some children not completing all tasks;
- providing resources of different complexity, depending on the ability of the child;

### **History Curriculum Planning**

History is a foundation subject within the National Curriculum. Planning is in line with National Curriculum requirements for the Key Stage 1 and Key Stage 2 curriculum and the Early Years Foundation Stage (EYFS).

We ensure that there are opportunities for children of all abilities to develop their skills and knowledge in each unit, and we plan progression so that the children are increasingly challenged as they move throughout the school. Where possible in Key Stage 2, we aim to teach chronologically to assist with children's understanding of History through time. Teachers and children work together to create and implement a curriculum which will impact upon the children the most.

### **The Early Years Foundation Stage**

History makes a significant contribution to developing a child's knowledge and understanding of the world. All children within the EYFS (Early Years Foundation Stage)

access History through a range of kinaesthetic activities including working and playing with historical costumes, looking at pictures of famous people in History and asking questions about these pictures, or discovering the meaning of vocabulary ('new' and 'old', for example, in relation to their own lives). Children spend time talking about themselves and their family, which provides opportunities to discuss what has gone before them.

### Key Stage 1

During Key Stage 1, children 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 compare and contrast how the past is different from the present.

### Key Stage 2

During Key Stage 2 children 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, Europe 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.

Throughout all of the key stages, we endeavour to carry through the 'golden threads' of our history curriculum. These threads are family life, monuments, art & culture and significant individuals.

## **The contribution of History to teaching in other curriculum areas**

### English

History contributes significantly to the teaching of English in our school by actively promoting the skills of Reading and Writing. Many of the texts we study as part of our English curriculum are historically themed. For example, in Key Stage 2, we use the books '*War Horse*' and '*Rose Blanche*' - both of which focus on relatable events during different wars. Children develop oracy through discussing historical questions; presenting their findings to the rest of the class. They develop their writing ability by composing reports and letters in various genres.

### 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 timelines and through sequencing events in their own lives. Children also learn to interpret information presented in graphical or diagrammatic form. For example, they may study the age of children working in mills, by analysing population statistics (census records). In line with updated curriculum changes, children in Upper Key Stage 2 are also provided with opportunities to understand how Roman Numerals can be used to interpret historical information.

### Personal, social and health education (PSHE) 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 several 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, for example the work the Ancient Greeks undertook on democracy, and they learn how to recognise and challenge stereotypes, and to appreciate that racism is a harmful aspect of society, as in the treatment of the Jewish people during World War 2. They learn how society is made up of people from different cultures, and they start to develop tolerance and respect for others.

### Geography

Children are given the opportunity to study changes in their local area when taking part in History lessons. They can use online maps to see how land-use has changed over time and how transport links have developed (or in some cases regressed). Children learn about Europe and its countries, they study invasion and settlement diagrams, discuss the fall of the Soviet Union and learn about land borders and how these have been known to change. In the wider world, children learn and understand the terminology of 'Mesopotamia'; they study the importance of rivers on early civilisations – such as the Ancient Egyptians.

### Spiritual, moral, social and cultural development

In our teaching of History, we contribute, where possible, to the children's spiritual development, where in assemblies we look at themes such as 'What are we remembering on Remembrance Day?' We also provide children with the opportunity to discuss moral questions, or what is right and wrong. Children learn about the role and importance of religion and they find out how British society has changed over time. The History programme of study enables children to understand that Britain's rich cultural heritage can be further enriched by our multi-cultural British society of today.

### History and Computing

Computing enhances our teaching of History, wherever appropriate, in all key stages. The children use ICT in a variety of ways: word-processing, utilising the internet for research and presenting information through PowerPoint, Keynote, Clips and Book Creator. They can also use a variety of software and make creative use of the iPads to record photographic images.

### History and Inclusion

In our school, we teach History to all children, whatever their ability and individual needs. 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 children with special educational needs, those with disabilities, those who are more able, and, those learning English as an additional language, and we take all reasonable steps to achieve this.

We enable all children to have access to the full range of activities involved in learning History. Where children are to participate in activities outside the classroom, e.g. a visit to a museum or historical site, we carry out a risk assessment prior to the activity, to ensure that the activity is safe and appropriate for all pupils.

There are a range of resources for all History Units of Study in the school. These resources help make lessons interesting and engaging. Resources include: replica historical artefacts, books and dressing up costumes etc.

## **IMPACT**

### **Assessment**

Children demonstrate their ability in History in a variety of different ways. Younger children might act out a famous historical event, whilst older pupils may produce a PowerPoint, Keynote, Clips and Book Creator presentation based on their investigation of local History, for example. 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.

The History Subject Leader monitors samples of children's work, including videos of children working; photographs and written work as well as those completed using computing, to demonstrate the history experiences and level of understanding in our school.

Staff store additional History evidence on Seesaw and the History Subject Leader has responsibility for assessing this evidence and supporting staff when necessary. The evidence gathered on Seesaw should indicate the learning objective for the lesson and have relevant notes made by the teacher with their assessed judgements or next steps to help the child(ren) make further progress.

### **Monitoring and Review**

The coordination and planning of the History curriculum are the responsibility of the History Subject Leader, who also:

- supports colleagues in their teaching, by keeping informed about current developments in History and by providing a strategic lead and direction for this subject;
- gives the Headteacher an annual summary report in which the strengths and weaknesses in History are evaluated and indicates areas for further improvement;
- has allocated time for carrying out the vital task of reviewing samples of children's work and visiting classes to observe teaching and to speak to children about History lessons and their involvement in them.
- is responsible for the standard of children's work and for the quality of teaching in History.
- regularly updates existing resources and orders new stock when appropriate.

This policy will be reviewed every three years by the Subject Leader, in conjunction with the Headteacher and Governing Body – any changes made to this policy will be communicated to all members of staff.