

# *Central Primary School*



## *History Policy*

## **Our motto: Children are Central**

History forms part of our topic based approach to learning at Central Primary School and is often a focal point around which the half termly curriculums are based. As a school we believe it is culturally important that children develop an understanding of the past and how things have changed over time.

### **Aims and objectives**

The aims and objectives of the history curriculum are:

- To stimulate an interest and understanding of people who lived in the past;
- To develop a sense of chronology;
- To develop a sense of identity and a cultural understanding based on their own and Britain's historical heritage;
- To consider how people lived in the past;
- To understand how Britain developed as a democratic society;
- To understand how the past influences life today;
- To understand how Britain is part of a wider European culture and to study some aspects of European history;
- To develop an understanding of the historical development of the world;
- To investigate evidence and use information sources to acquire information and knowledge;
- To develop the skills of enquiry, analysis, interpretation and problem solving skills.

### **Teaching and learning style**

Our history teaching focuses on enabling children to think as historians. In order to do this, we place an emphasis on examining historical artefacts and primary historical sources. Primary historical sources and artefacts should include visiting sites of historical significance and having conversations with visitors who come into school to talk about the past.

The topic approach we take to teaching History allows the integration of learning and skills from other curriculum areas into the history curriculum. Our topic approach sees History taught in a sequential unit of work where it is intertwined with Geography, Art and Design, Design and Technology, Science, PSHCE and Religious Education as appropriate to the focus of the individual topic. This allows teachers to draw children's attention to links between the individual subjects and provides a rich and deep learning experience. For more information on the topic curriculum please see the curriculum policy or the curriculum section on the website. We ensure through our planning and assessment of History that the time periods specified by the National Curriculum 2014 are covered throughout both key stages.

In addition to the topic approach we recognise that there are many links between English and History. 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 also recognise the power of using drama and other speaking activities to develop pupils understanding of events that have happened. Written work is another key aspect of the history work that takes place and writing recounts and articles gives pupils another practical application for the skills they learn in their English lessons. It is an expectation that we would see the word, sentence and grammar skills taught through work in History as much as through work in English and other literacy based subjects.

There are also many links between History and Maths. The understanding of chronology and historical statistics are just two examples. Teachers plan in opportunities to draw together learning from their Maths lessons to their history lessons. This might include activities such as the creation of a graph (data handling) the counting of artefacts (number work) or a variety of other activities.

Our History curriculum also helps develop the thinking and interpretation skills of children. We focus on helping children understand that historical events can be interpreted in different ways, and that they should always ask searching questions, such as 'how do we know?', about information they are given. We also start to educate pupils about how different information might be interpreted in a variety of different ways, and by different people. We encourage them to ask questions and then to try to find the answers using the resources available to them.

### **Assessment**

The history curriculum is assessed using progression cards for History which are formative and show both the progression of skills in History and the content to be covered in both Key Stage 1 and Key Stage 2. Teachers can use these progression cards to inform their planning, support their feedback and to identify the next steps for pupils.

### **Inclusion**

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;
- Changing the learning methods (drama, written) to suit the learning needs of different children;
- Grouping children by ability in the room, and setting different tasks for each ability group;
- Providing resources of different complexity, depending on the ability of the child;
- Using adults to support children individually or in groups.

### **Early Years Foundation Stage**

History is taught in the Early Years, through the development of pupils' learning in Knowledge of the World and through discussion and learning about their own history and that of their families. This learning lays the foundations for the acquisition of skills and further learning in Key Stages One and Two.

### **Resources**

There are sufficient resources for teaching history in school with all resources being stored in the topic boxes in the resources cupboard. Books which relate to the various topics are stored in the book corners in each classroom allowing children to develop their own interests further through their own independent reading.

### **Equality**

In accordance with the Equality Act 2010 we seek to;

- a) **eliminate discrimination**, harassment, victimisation and any other conduct that is prohibited by or under the act
- b) **advance equality of opportunity** between persons who share a relevant protected characteristic and persons who do not share it
- c) **foster good relations** between persons who share a relevant protected characteristic and persons who do not share it

Our History Policy seeks the promotion of equality and seeks to tackle any discrimination rigorously through the exploration of the past and the development of pupils' understanding of how things have changed.

### **Review**

This policy will be reviewed at least every two years.