

History Foundation Subject Policy

Intent

"The more you know about the past, the better prepared you are for the future"
Theodore Roosevelt

A high-quality history education will help pupils gain a coherent knowledge and understanding of Britain's past and that of the wider world. It should inspire pupils' curiosity to know more about the past. Teaching should equip pupils to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. History helps pupils to understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time. (NC2014)

WE CAN provide teaching that develops knowledge and skills so children can learn and progress effectively

In Years 1-6 History is taught in blocked units. Pupils in Key Stage 1 and Key Stage 2 follow the National Curriculum. In Reception, EYFS History is taught regularly under the Understanding the World area of learning.

Our history curriculum is planned so that children learn about UK history chronologically before expanding this to learn about significant aspects of the history of the wider world.

In the EYFS, children learn to observe their immediate surroundings, describe similarities and differences and talk about changes they notice.

In KS1, children learn about significant events beyond living memory both nationally and globally.

In Lower Key Stage 2, children complete work on changes in Britain from the Stone Age through to the Iron Age. They continue their understanding of world history through the study of the Ancient Egyptians.

In Upper Key Stage 2, children learn about the changing power of monarchs through to the social history of the Anglo Saxons.

Horizontal links to other subjects in the same school year enable children to join up their learning. Vertical links through history units allow children to revisit events that came before to understand and place their new learning in context.

It is our intent that engaging teaching and 'chocolate chips' (workshops, educational visits and sharing with parents) enhance teaching and learning.

WE CAN offer enriching activities, events and experiences

History is sometimes a feature of Whole School Days or Junior Leaders Days. Our assembly plans recognise important historical events.

WE CAN work together to remove barriers and ensure equality

It is our intent that all learners are supported to access History lessons and are provided with appropriate support and challenge to communicate their ideas and understanding.

WE CAN build independent and resilient learners who are able to communicate confidently

It is our intent that pupils are able to share their understanding independently in end of unit outcomes. When developing new skills, children are supported to persevere, build resilience and maintain a growth mindset. History lessons at Grendon will present children with many opportunities to develop their communication skills.

WE CAN listen to and treat each other and all members of the community with respect, tolerance and concern

It is our intent that children are reminded that although the people, places and customs they learn about in History may be different to what is familiar to them, they must be respectful of and tolerant to these.

WE CAN recognise ability, maximise potential and prepare children well for their future and life in modern Britain

It is our intent that Learning about History enables children to understand the world in which they live and their place as global citizens. Through History, children gain familiarity with Britain's long history of involvement with people from other cultures and continents.

Our History curriculum seeks to prepare children for the next stage of their school career.

An interest in History at primary school may lead children into environmental, scientific or sociological career paths in their adult lives.

Implementation

Roles and Responsibilities

- The Class teacher is responsible for delivering History learning as outlined in the curriculum
- The History subject leader is responsible for
 - Updating unit plans in response to annual evaluations
 - ensuring all resources for teaching are available and well organised,
 - offering support with History teaching and learning,
 - maintaining an oversight of assessment outcomes,
 - monitoring the quality of teaching and learning,
 - keeping up to date with the latest best practice History teaching.
- The Curriculum Manager is responsible for supporting the History subject leader in their role.
- The Academic Lead is responsible for ensuring progression and continuity across the school.
- The Headteacher is responsible for overall academic provision and performance.

Organisation

History teaching is blocked. 2 units are taught each year. There is a unit on British History and the other unit is a global topic. In the EYFS, History is addressed through our Understanding of the World area of learning. Children have opportunities to role play characters from the past and develop their skills of retelling stories from the past.

The units are outlined as unit plans in the Curriculum Document.

History is included in the annual cycle of homework projects. This allows children to engage in project based History skills work at home with their families.

Teaching and Learning

Best practice is for History lessons to include a focus on historical skills and activities which enable children to build their historical knowledge. All units will link back to a broader understanding of chronology. Teachers should be clear on the vocabulary pupils will use.

Modelling:

A varied range of artefacts, primary and secondary resources and images will be used for researching units. Modelling of how to complete tasks will form part of the teaching process. This can include identifying improvements.

Scaffolding:

To enable all children to develop from their starting points, scaffolding strategies should be used to enable children to complete an increasingly challenging standard of work with increased independence.

Differentiation:

Children of all ability levels should be supported to access History work and to record their ideas in an appropriate way. Modifications to practical tasks including the use of different apparatus or additional adult or peer support may be appropriate.

Lower ability children may be asked to share their ideas verbally or have a simpler proforma for recording.

To extend the most able children, tasks may be modified to require additional explanation or alternatives.

Skills:

Children will have opportunities to develop team work skills and resilience as well as communication skills.

Children will develop appropriate vocabulary and will work practically and engage in activities using primary and secondary sources to work and have the opportunity to share what they know in an appropriate way.

Cross Curricular Opportunities:

Opportunities for cross curricular maths, writing or reading and for the use of technology should be embedded in learning regularly.

Planning Process

Unit Plans:

A unit plan showing content and progression is provided to staff in the Curriculum Document.

Vertical links allow History learning to build progressively between year groups.

Horizontal links allow children to link their History learning to other subjects in their year band.

Diagonal links allow children to link their History learning back to other subjects covered in earlier year groups.

Mapping:

Teachers delivering the unit will map out the content across the number of lessons available. The History subject leader is available to offer advice on Medium Term Planning.

At this point, class teachers must identify which resources will be required, check what is available and make a request to the History subject leader for any additional resources required.

Lesson Planning:

Teachers then plan individual lessons to deliver the required content.

Lesson plans should contain differentiation as appropriate to the children. The focus for lessons should be on History knowledge and skills.

Resources

History resources are stored in the History and Music cupboard.

Resources are labelled in clearly marked boxes.

Please keep all resources tidy and clean as you find them and return them to the cupboard at the end of your unit.

Equality and Inclusion

History teaching will be accessible to all children and challenge them appropriately. Where children need additional support this may be provided through scaffolding or adult support as part of universal provision.

Recording

Children from Year 1-6 have a History exercise book in which they are able to record any of their own individual work. It is appropriate to include any research, planning or evaluations and to stick a photograph of a finished project in the book.

Class teachers will have a class working wall display when teaching History. During the course of a unit, this will include the core vocabulary and visual pictures linked to the theme as a starting point. Over time, this will be built upon as key questions will be added, quotes of children's responses e.g. post notes and examples or photocopies of children's work. Pupils will be taught how to actively use working walls and teachers will refer to this board when teaching.

Impact

By the end of their time at Grendon Primary School children will have been exposed to a wide range of History topics.

Overall impact will be demonstrated through the learning outcomes at the end of KS2.

The children will:

- know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world
- know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind
- gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'
- understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses
- understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed
- gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.

Assessment

Assessments are made at the end of each unit. Class teachers refer to the assessment criteria referenced on unit plans and make a judgement on which children are meeting the expected standard, below the expected standard or exceeding the expected standard.

The History lead will analyse the data and identify strengths, weaknesses and any area where additional support is needed.