

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 Reception, EYFS History is taught under the Understanding the World area of learning.

In Years 1-6 History is taught in two blocked units each year. For Year 5, there are 3 blocked units. Pupils in Key Stage 1 and Key Stage 2 follow the National Curriculum and all content has been divided between the year bands to ensure a progressive curriculum.

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. Priority has been given to historical events and figures of local interest.

A key theme of settlement runs through our units of learning. This embedded in the learning questions at the end of units. Revisiting this key theme enables children to make links at increasing depth and to gain historical perspective in different contexts.

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 for example in Year 2, children make bread in Design Technology and this links back to Thomas Farinor's role in the Great Fire of London.

Vertical links through history units allow children to revisit events that came before to understand and place their new learning in context. An example of this is the study of Industrial Birmingham Year 4 makes a vertical link to the unit study of George Cadbury in Year 2.

Diagonal links allow children to make links between History and another subject in a different year.

Children in Year 6 learn about the Viking struggle for England and apply knowledge about the UK from their Year 3 Geography work.

It is our intent that history teaching is engaging and informative. In addition to engaging in class teaching, History is well represented in our chocolate chip programme of expert led workshops, educational visits and parent share sessions.

Children in Reception, visit Tamworth castle and this enables them to gain an understanding of the scale of a castle. Year 3 children welcome a Stone Age Man who brings several real artefacts into school and explores the stone age through a drama workshop. Year 4 visits the Black Country Living Museum and Year 6 explore the Battle of Britain at RAF Cosford

WE CAN offer enriching activities, events and experiences

History will sometimes form a part of our Whole School Days or Junior Leader Days. Important anniversaries are commemorated as part of our assembly programme. Children in Year 3 and 4 have the opportunity to visit a castle for their residential visit.

WE CAN work together to remove barriers and ensure equality

It is our intent that all learners, including those with SEND or working at a greater depth, are supported to access History lessons and are provided with appropriate support and challenge to communicate their ideas and understanding. Children in receipt of Pupil Premium funding are identified by class teachers and receive targeted questioning in class.

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

It is our intent that pupils develop research skills to access historical sources with increasing independence. Pupils are encouraged to share their understanding independently in end of unit tasks. When developing new skills, children are supported to persevere, build resilience and maintain a growth mindset. Tasks such as group work or written recording promote the development of a range of 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. Knowledge about the past supports children to view the world they live in in a respectful manner.

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 British and 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 a career as an archivist, genealogist or archaeologist.

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.

Subject Organisation

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.

In KS1 and KS2, History teaching is blocked. 2 units are taught each year. There is a unit on British History and the other unit is focussed on world History.

The units are produced 'in house' and 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 and work at home with their families.

Planning Process

Unit Plans:

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

Medium Term Planning:

Teachers delivering the unit will annotate unit plans to 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. Planning is shown on SmartBoards.

Teaching and Learning

The focus for lessons should be on historical enquiry, knowledge and skills.

A good lesson will include elements of our 5 A Day approach.

Where vertical, horizontal or diagonal links to the curriculum or opportunities to re-enforce Grendon's Goals exist, they will be identified in teaching.

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

Best practice is for History lessons to include a focus on historical skills and activities such as handling artefacts and exploring primary and secondary sources, which enable children to build their historical knowledge.

Teachers should explicitly teach the vocabulary pupils will use.

Children of all ability levels should be supported to access History work and to record their ideas in an appropriate way. Teaching adaptations as appropriate to the children should be employed.

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.

Resources

History resources are stored in clearly marked boxes in the KS1 corridor. Please keep all resources tidy and clean as you find them and return them to the cupboard at the end of your unit.

Recording

In the EYFS work is recorded on Tapestry.

Children from Year 1-6 have a History exercise book in which they should record any of their own individual work.

Impact

By the end of their time at Grendon Primary School children will have been exposed to a wide range of History topics covering British and world history as required by the National Curriculum.

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 'settlement', '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

Formative assessments are made by teachers throughout units and these are used to adjust teaching. Summative 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.

Assessments are used by class teachers to inform future teaching and learning. The History lead will analyse the data and identify strengths, weaknesses, trends and any area where additional support is needed. Appropriate adjustments to future teaching and learning is planned in response.