

History Policy



Costock CE Primary School

As God's children we shine because every child's a star

Our Promise

Every day at Costock Church School we are experiencing and learning;

Service to God, each other and ourselves, Truth, Agape and Respect

As we leave each day we take these Christian Values with us

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1. Purpose of the policy

This policy reflects the aims and values of Costock C of E Primary School. It ensures all stakeholders, including staff, governors, parents and pupils, are working towards the same goals.

The purpose of this policy is to:

- Set out a framework for all teaching and non-teaching staff, giving guidance on planning, teaching and assessment
- Demonstrate adherence to the National Curriculum objectives and guidelines
- Provide clear information to parents and carers about what their children will be taught
- Allow the governing board to monitor the curriculum
- Provide Ofsted inspectors with evidence of curriculum planning and implementation

2. Construction of Curriculum (Intent)

History is all around us. The study of history ignites children's curiosity about the past in Britain and the wider world. Through finding out about how and why the world, our country, culture and local community have developed over time, children understand how the past influences the present. We believe that students deserve a broad and ambitious History curriculum, rich in skills and knowledge, which immerses students in a range of cultures and engenders an enquiring and critical outlook on the world. History enables children to develop a context for their growing sense of identity and a chronological framework for their knowledge of significant events and people. What they learn through history can influence their decisions about personal choices, attitudes and values. At Costock CofE Primary, our intent, when teaching history, is to stimulate the children's curiosity in order for them to develop their knowledge, skills and understanding.

Our subject intent is to:

- Instil in the children a curiosity and understanding of events, places and people in a variety of times and environments.
- Develop the children's interest in the past and an appreciation of human achievements and aspirations.
- Ensure the children understand the values of our society.

- Learn about the major issues and events in the history of our own country and of the world and how these events may have influenced one another.
- Develop a knowledge of chronology within which the children can organise their understanding of the past.
- Understand how the past was different from the present and that people of other times and places may have had different values and attitudes from ours.
- Understand the nature of evidence by emphasising the process of enquiry and by developing the range of skills required to interpret primary and secondary source materials.
- Distinguish between historical facts and the interpretation of those facts
- Understand that events have a multiplicity of causes and that historical explanation is provisional, debatable and sometimes controversial.

3. Aims and outcomes

Our intention at Costock CofE Primary School is to provide quality teaching and learning of History. We aim to:

- Promote an interest in the past
- Develop an understanding of events over time and in a chronological structure
- Learn about the roles that individuals and events have played in shaping modern society
- Develop an ability to investigate and interpret different versions of past events
- Learn to study historical evidence and to ask and answer questions about the past
- Develop the ability to communicate historical knowledge and understanding using a variety of techniques
- Encourage children to understand other people, their beliefs, thoughts, values and experiences
- Develop an awareness of the world around them
- Develop an understanding of society and their place within it, so that they acquire a sense of their cultural heritage
- Develop a knowledge and understanding of historical development in the wider world

We also seek to encourage children to develop the following skills:

- Empathy
- Interpretation of secondary and primary sources
- Historical enquiry
- Communicating history dramatically, verbally and narratively
- Research

4. Teaching and learning

The school uses a variety of teaching and learning styles in history lessons. Our principal aim is to develop the children's knowledge, skills and understanding in history and we use a variety of teaching and learning styles in our history lessons. We believe in whole-class teaching methods and combine these with enquiry-based research activities. We believe children learn best when:

- They have access to, and are able to handle artefacts
- They go on visits to museums and places of interest
- They have access to secondary sources such as books and photographs
- Visitors talk about personal experiences of the past
- They listen to and interact with stories from the past
- They undertake fieldwork by interviewing family and older friends about changes in their own and other people's lives
- They use drama and dance to act out historical events
- They are shown, or use independently, resources from the internet, CD ROMs and videos
- They are able to use non-fiction books for research
- They are provided with opportunities to work independently or collaboratively, to answer historical questions.

We recognise the fact that we have children of differing ability in all our classes, and so we provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this through a range of strategies which are differentiated by task, expected outcome and/or support from peers or adults.

5. Curriculum overview

Here at Costock C of E Primary School, pupils will follow a History curriculum that gradually develops learning, the outcome being the acquisition of knowledge and skills that enable each pupil to enquire, research and analyse. Pupils will have a coherent understanding of Britain's history, as well as that of the wider world, and the chronology that underpins both. Children will know more, remember more and understand more.

5.1 Early Years Foundation Stage (EYFS)

History in the Foundation Stage is taught under the umbrella of 'Knowledge and Understanding of the World' from the EYFS framework. The children are supported in developing the knowledge, skills and understanding that helps them to make sense of the world. The pupils are encouraged to talk about their families and past and present events in their lives. They are beginning to gain knowledge and understanding of the world through:

- Photographs
- Listening to stories and memories of older people
- Role play activities
- Discussing events in the past and their own personal lives
- Sequencing events to gain a sense of time

5.2 Key Stage 1

The National Curriculum Programme of Study at Key Stage 1 focuses on developing children's awareness of the past, using common words and phrases relating to the passing of time. They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. Children should use a wide vocabulary of everyday historical terms. They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. They should understand some of the ways in which we find out about the past and identify different ways in which it is represented.

In planning to ensure the progression described above through teaching about the people, events and changes outlined below, teachers are often introducing pupils to historical periods that they will study more fully at Key Stage 2.

Pupils should be taught about:

- Changes within living memory
- Events beyond living memory that are significant nationally or globally
- The lives of significant individuals in the past who have contributed to national and international achievements
- Significant historical events, people and places in their own locality

5.3 Key Stage 2

The National Curriculum Programme of Study at Key Stage 2 should continue to allow children to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes

devise historically valid questions about change, cause, similarity and difference, and significance. Children should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources.

In planning to ensure the progression, teachers should combine overview and depth studies to help pupils understand both the long arc of development and the complexity of specific aspects of the content.

Pupils should be 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 Scots
- The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor
- A local history study
- A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066
- The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China
- Ancient Greece – a study of Greek life and achievements and their influence on the western world
- A non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300

5.4 Programmes of study

	Autumn term	Spring term	Summer term
EYFS	Who is my family?		Who do we know that's famous?
Class 1 Cycle A	How am I making History?	How have toys changed?	How did we learn to fly?
Class 1 Cycle B	What is History?	How was school different in the past?	What is a monarch?
Class 2 Cycle A	British History 1- Would you prefer to live in the Stone Age, Bronze Age or Iron Age?	British History 2- Why did the Romans settle in Britain?	British History 3- How hard was it to invade and settle in Britain?
Class 2 Cycle B	How have children's lives changed?	What did the Ancient Egyptians believe?	How did Benin compare to Medieval Britain?
Class 3 Cycle A	British History 4 – Were the Vikings raiders, traders or settlers?	British History 5 – What was life like in Tudor England?	British History 6 -What was the impact of World War 2 on the people of Britain?
Class 3 Cycle B	What does the census tell us about our local area?	What did the Greeks ever do for us?	Unheard histories: Who should feature on the £10 bank note?

6. Cross-curricular links and SMSC

History shares links with the following subjects:

Literacy- History contributes significantly to the teaching of Literacy in our school by actively promoting the skills of reading, writing, speaking and listening. Some of the texts that are used in Literacy lessons are

historical in nature. Children develop oracy through discussing historical questions or presenting their findings to the rest of the class. They develop their writing ability by composing reports and letters and through using writing frames.

Numeracy- History teaching contributes to the teaching of mathematics in a variety of ways. Children learn to use numbers when developing a sense of chronology through doing activities such as time-lines. Children learn to interpret information presented in graphical or diagrammatic form.

Computing- We use computing in history teaching where appropriate. Children use computing in history to enhance their skills in data handling and in presenting written work, and they research information using the Internet. Each teacher ensures it is used as a teaching tool where appropriate, and provides opportunities for children to also use it.

Personal, Social and Health Education (PSHE)- History contributes significantly to the teaching of personal, social, citizenship and health education. Children develop self-confidence by having opportunities to explain their views on a number of social questions such as how society should respond to poverty. They learn how to recognise and challenge stereotypes. They learn how society is made up of people from different cultures and start to develop tolerance and respect for others.

7. Assessment and recording

7.1 Assessment

Costock C of E Primary School uses assessment to enable staff to understand what pupils have learnt before, what they need to learn now and what they will learn next. Children's progress should be monitored through observation and by using planning and learning objectives. The assessment of history is based on the Kapow Curriculum, the class teachers will update it termly. The History Co-ordinator will keep a copy of assessment data. The assessment sheets then inform teachers and future planning.

Marking

Feedback to pupils should be provided on their attainment against the objectives of history. Pupils are encouraged to improve their own learning performance through the school marking policy.

7.2 Recording

Pupils are encouraged to record their work using a variety of methods and therefore communicate their findings to others. These may include written or verbal reports, charts, collage, models, pictures and role play activities. Examples of children's work will be retained to provide evidence of on-going history, including photographic evidence of displays, presentations, visiting speakers and historical visits.

8. Resources

8.1 Textbooks and other equipment

There is a range of age appropriate resources to support the teaching and learning of history, including the local area, across the school. We have a wide range of text books and interactive boards to access the internet as a class.

8.2 External speakers, local museums, trips

Visits are planned to enhance learning and give hands on activity. People with an interest, or expertise, in a particular topic or area of history could be invited into school to work with the children. These might be parents, grandparents, other family members, neighbours or representatives of the local community.

9. Roles and responsibilities

9.1 Headteacher

The headteacher at our school will:

- Support the subject leader but also hold them to account for the effectiveness of the subject
- Support staff through the provision of training and resources
- Monitor the planning and delivery of the subject
- Ensure the requirements of the National Curriculum are met
- Ensure this policy is reviewed according to the timescales set out

9.2 Subject leader

The subject leaders at our school will:

- Prepare and review subject policy and curriculum plans
- Promote the study of the subject throughout the school
- Monitor the teaching and assessment of the subject
- Attend appropriate CPD
- Stay informed regarding developments in the study and teaching of the subject
- Evaluate resources
- Provide training and CPD to staff on the subject curriculum and its delivery, and keep them informed about subject developments nationally
- Assess the impact of the subject curriculum on pupils' learning and development
- Make presentations to governors on the subject and how it is being taught

9.3 Link governor

The link governor responsible for History at our school will:

- Monitor the impact of the subject across the school and on pupils
- Monitor teacher workload and professional development
- Ensure subject action plans are suitable
- Monitor the quality of resources
- Keep track of pupil and parent engagement with the subject
- Keep up to date with the curriculum (what's taught, why it's taught, and how it's taught)

9.4 Classroom teacher

Classroom teachers at our school will:

- Teach and assess the subject according to the principles laid out in this policy
- Report to the subject leader
- Maintain subject knowledge and appropriate CPD

9.5 Parents

The parent community at our school will:

- Make sure their children are prepared for learning

- Monitor the completion of homework

10. Inclusion

We recognise the fact that we have children of differing ability in all our classes, and so we provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this through a range of strategies which are differentiated by task, expected outcome and/or support from peers or adults.

Teachers set high expectations for all pupils in History. They will use appropriate assessment to set ambitious targets and plan challenging work for all groups, including:

- More able pupils
- Pupils with low prior attainment
- Pupils from disadvantaged backgrounds
- Pupils with special educational needs (SEN)
- Pupils with English as an additional language (EAL)

Teachers will plan lessons so pupils with SEN and/or disabilities can study History, wherever possible, and ensure that there are no barriers to every pupil achieving.

Teachers will also take account of the needs of pupils whose first language is not English. Lessons will be planned so that teaching opportunities help pupils to develop their English, and to support pupils to take part in History.

Further information can be found in our statement of equality information and objectives, and in our SEN policy and information report.

11. Links to other policies

This subject policy links to the following policies and procedures:

- Curriculum policy
- Assessment policy
- Marking and Feedback policy
- SEND policy

12. Monitoring and review

This policy will be reviewed by SLT every 3 years or sooner if required.