

# Panshanger Primary School

## History Policy

### **Intent**

*(Why do we teach this? Why do we teach this in the way that we do?)*

The study of history helps children to gain a coherent knowledge and understanding of Britain's past and that of the wider world. It also provides an opportunity to discuss British Values, for example the origins of democracy or how liberties have changed over time. History should inspire children's curiosity of the past. It helps pupils to understand the complexity of people's lives, change and diversity, as well as their own identity and challenges of their time. NC curriculum statutory topics have been placed to suit particular year groups, (e.g. Ancient Greeks in year 6 due to its more challenging content) and to help children make sense of chronology (the earliest British history topic is in year 3, finishing with the Vikings in year 5). Non-statutory topics have been chosen for a number of reasons; e.g. for interest, the opportunity to make connections/build on previous topics and to teach local history. All topics are taught around a set of key questions, which ensures gain knowledge of the most significant aspect of a historical period or topic.

### **The development of SMSC in History**

#### **Spiritual Development**

Children participate in the mystery of how and why events in the past happened and their many causes. They find out that events did not have to happen that way but could have taken other directions. They learn about the significance that some individuals have had in the past and the different interpretations that can be made about one event. History allows children to see the similarities between people now and in the past and brings them alive through primary and secondary sources, artefacts and visits and visitors. Children are given the opportunity to be reflective about their own beliefs as they ask and answer questions about events from the past.

#### **Moral Development**

Children are encouraged to comment on moral questions and dilemmas from the past. They develop the ability to empathise with the decisions which people made at the time, based on their historical situation. They develop empathy through learning to see things from other perspectives. They are encouraged to develop open mindedness when considering the actions and decisions of people from the past, recognising that some actions from the past may be seen as wrong today.

#### **Social Development**

Children are encouraged to think about what past societies have contributed to our culture today. Their own social development is promoted through working together and problem solving. They learn about social issues in past societies, and how these societies were organised and functioned. They explore the similarities and contrasts between past and present societies. Questions such as 'What would you do?' will give them the opportunity to put themselves in the shoes of others.

#### **Cultural Development**

Children will be encouraged to gain an understanding of and empathise with, people from different cultural backgrounds. They will examine how other cultures have had a major impact on the development of 'British' culture. They will develop a better understanding of our multicultural society through studying links between local, British, European and world history. Children will look at the impact of diverse cultures and significant individuals in the world in which we live.

### **Aims (based on the National Curriculum 2014)**

- know and understand British history as a sequence of time periods 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; characteristic features of past non-European societies and their achievements
- gain an understanding of terms such as 'empire', 'civilisation' and 'parliament'
- 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 to make historical claims and consider how interpretations of the past have been constructed
- understand the connections between local, regional, national and international history

## Objectives

In order to achieve the above aims, children will be taught to: -

### In Key Stage 1:

- develop an awareness of the past, using common words and phrases relating to the passing of time
- 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
- ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events
- understand some of the ways in which we find out about the past and identify different ways in which it is represented

### In Key Stage 2:

- continue to develop a chronologically secure knowledge and understanding of British, local and world history
- note connections, contrasts and trends over time and develop the appropriate use of historical terms
- answer and devise questions about change, cause, similarity and difference, and significance
- understand how our knowledge of the past is constructed from a range of sources

## Implementation

*(What do we teach and what does this look like)*

### Teaching and learning style

History teaching focuses on enabling children to think as historians. They are taught to see history as enquiry questions to be answered by examining and interpreting a range of primary and secondary sources, including film clips, objects, documents, photographs, paintings and stories. In each key stage children are given the opportunity to visit sites of historical significance and visitors are invited to come into school and talk about their experiences of events in the past.

Appropriate approaches include:

- making notes from films and presentations;
- posing / answering questions about paintings, photographs or objects;
- drawing and / or describing artefacts and their significance;
- making comparisons, e.g. between/within periods;
- comparing different interpretations of the same event/character
- drawing together evidence from a set of 'clues'
- role play/drama/hot seating to act out events/empathise with characters;
- verbal presentations to a group / the class / the school / parents;
- written accounts;
- annotating illustrations;
- sequencing given pictures, phrases or accounts;
- researching from books, articles and the internet;
- reading/constructing time lines;
- picture stories;
- making mini information books/fact files .. etc.

## Planning

A long-term plan has been drawn up, mapping the history topics studied in each term during each key stage. This is in line with the 2014 history curriculum. History is generally taught as a discrete subject, but provides opportunities for many cross-curricular links.

Teachers have developed their own medium term planning for each history topic, using ideas from a variety of published schemes of work and advice from the subject leader. For each topic, a set of key enquiry questions is chosen to address the

most significant areas of the content and provide a context to develop particular skills or concepts. Opportunities for English/extended writing links are planned into the unit. Plans are monitored by the subject leader and discussed with teachers on an informal basis.

### Foundation Stage

Objectives for teaching history in the Foundation Stage are identified in Development Matters, under the ‘Understanding of the world’ area of learning. Activities such as talking about famous people or events in history or discovering the meaning of new and old in relation to their own lives are planned in order to give children a range of experiences. There are also opportunities for children to talk about their own history and how they have changed since they were babies. They are encouraged to use terms such as yesterday, today and tomorrow and sequencing activities are undertaken in order to begin to develop an understanding of the passing of time.

Three and Four-Year-Olds	Understanding the World		<ul style="list-style-type: none"> <li>• Begin to make sense of their own life-story and family's history.</li> </ul>
Reception	Understanding the World		<ul style="list-style-type: none"> <li>• Comment on images of familiar situations in the past.</li> <li>• Compare and contrast characters from stories, including figures from the past.</li> </ul>
ELG	Understanding the World	Past and Present	<ul style="list-style-type: none"> <li>• Talk about the lives of people around them and their roles in society.</li> <li>• Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</li> <li>• Understand the past through settings, characters and events encountered in books read in class and storytelling.</li> </ul>

### Cross-curricular links

History contributes to the development of a variety of other areas of the curriculum. Speaking and listening opportunities arise through discussion of historical questions, ‘hot seating’ characters from the past or presenting findings to the rest of the class. Historical stories are studied during English and children are given opportunities to develop their writing skills, presenting their work in different ways. The use of numbers in developing timelines and a sense of chronology enhances mathematical understanding, as does interpreting information presented in table and graph form. Children also use their computing skills to use the Internet for research. Collaborative work supports social development and gives children opportunities to co-operate and to discuss their ideas. History contributes to citizenship education by helping children to understand how events in the past have influenced our lives today and how Britain developed as a democratic society. An understanding of different times and cultures is developed and children are taught to show tolerance and respect for others. The history programme of study enables children to understand that Britain’s rich cultural heritage can be further enriched by the multi-cultural British society of today.

### Reading

Reading is supported in history lessons through the use of written sources of evidence. Picture evidence also supports children with their observational and inference skills. Key historical vocabulary is introduced at the start of every new topic and referred to throughout the unit. The library has a wide range of history topic books which class teachers bring into the classroom for children to use throughout the topic. History based texts (both fiction and non-fiction) are also used in guided reading sessions, as whole class texts or class readers.

### SEND

As an inclusive school, we try to remove barriers to learning so that all children can achieve and make progress. When progress falls significantly outside the expected range (above and below the age related expectations), a child may have special educational needs. When assessing this, a range of factors is considered including classroom organisation, teaching materials, teaching style and differentiation, so that additional or different action can be taken to enable the child to learn more effectively. This ensures that our teaching is matched to the child’s needs.

History is taught to all children whatever their ability. History forms part of the school's curriculum policy to provide a broad and balanced education to all children. We provide learning opportunities matched to the specific needs of children and we take into account the targets set for individual children in their individual needs e.g. Learning Plans and information from outside agencies.

Teachers take account of the three principles of inclusion that are set out in the National Curriculum:

- Setting suitable learning challenges.
- Responding to the diverse learning needs of pupils.
- Overcoming potential barriers to learning and assessment for individuals and groups of pupils.

There are children of differing ability in all classes. Suitable learning opportunities are planned for all children by matching the challenge of the task to the ability of the child. This is achieved through a range of strategies including:

- setting common tasks that are open-ended and can have a variety of responses;
- setting tasks of increasing difficulty where not all children complete all tasks;
- grouping children by ability and setting different tasks for each group;
- providing a range of challenges with different resources;
- using additional adults to support the work of individual children or small groups.

### **Equal Opportunities/ Inclusion**

It is the responsibility of all teachers to ensure that children irrespective of ability, race, gender, age, faith, sexual orientation, and disability are given full access to the history curriculum and make the greatest possible progress in accordance with recent legislation. Please refer to the schools Equal Opportunities Policy.

### **Impact**

#### **Assessment and recording**

Teachers assess children's work in history through observations and discussions during lessons. Some published assessment tasks (from the key stage history website) are also used for topics. Evaluations are recorded on weekly plans and notes made of children who either exceed or do not meet the lesson expectations. At the end of the year, class teachers assess whether children fall within the expected level of achievement. This information is recorded and used to plan future work. These records also enable the teacher to make an annual assessment of progress for each child, as part of the child's annual report to parents. The teacher passes this information on to the next teacher at the end of each year. The History subject leader keeps evidence of children's work in exemplar form (in a portfolio). This demonstrates what the expected level of achievement is in history in each year of the school.

#### **Monitoring and review**

The monitoring of the standards of children's work and of the quality of teaching in history is the responsibility of the history subject leader. The work of the subject leader also involves supporting colleagues in the teaching of history, being informed about current developments in the subject, and providing a strategic lead and direction for the subject in the school. The history subject leader provides an annual summary report in which strengths and weaknesses in the subject are identified, and with indication of areas for further improvement. This summary is informed by findings from work sampling, pupil voice, lesson observations and progression sheets as above.