



Ellwood Community Primary School

History Policy

Introduction

'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.'

National Curriculum in England 'History' programme of study (DfE Published 2013)

Intent

At Ellwood Community Primary School, we aim to instil a love of history in our children. We believe that high-quality history lessons inspire children to want to know more about the past and to think and act as historians. By linking learning to a range of topics, children have opportunities to investigate and interpret the past, understand chronology, build an overview of Britain's past, as well as that of the wider world, and to be able to communicate historically. We work hard to provide an interesting and varied curriculum that interests and intrigues our children.

Aims

We want our children to develop the following essential characteristics to help them become historians:

- An excellent knowledge and understanding of people, events and contexts from a range of historical periods, including significant events in Britain's past
- Chronologically secure knowledge and understanding of British, local and world history and the ability to make comparisons between different times in history
- A developing sense of curiosity about the past and how and why people interpret the past in different ways
- The ability to think critically about history and communicate ideas confidently to a range of audiences
- The ability to support, evaluate and challenge their own and others' views using historical evidence from a range of sources
- The ability to think, reflect, debate, discuss and evaluate the past by formulating and refining questions and lines of enquiry
- A respect for historical evidence and the ability to make critical use of it to support their learning
- A desire to embrace challenging activities, including opportunities to undertake research across a range of history topics

All pupils will be given equal access to history activities and experiences regardless of the gender, race or disability.

We acknowledge that these activities will also contribute to children's personal, social, emotional and spiritual development.

Implementation

The EYFS

The programme of study for the Foundation stage is set out in the EYFS Framework. The document is available to download:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/974907/EYFS_framework_-_March_2021.pdf

Educational Programme:

'Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.'

The 'Early Learning Goals' [ELGs] detail the expected level of development for children to meet at the end of the reception year:

ELG: Past and Present:

Children at the expected level of development will:

- Talk about the lives of the people around them and their roles in society;
- Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class;
- Understand the past through settings, characters and events encountered in books read in class and storytelling.

The National Curriculum:

The objectives of History teaching in the school are based on the requirements of the National Curriculum programmes of study for Key Stages 1 and 2. The document is available to download from

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/239035/PRIMARY_national_curriculum_-_History.pdf

Key Stages 1 and 2

At Ellwood Community Primary School teachers are responsible for including all or part of the five key elements of History into their topics. The key elements are intended as a guide to planning units of work. It may not be appropriate to include all key elements within each study unit. The five elements to be taught at Key Stages 1 and 2 are

- Chronological understanding
- Knowledge and understanding of events, people and changes in the past
- Historical interpretation
- Historical enquiry
- Organisation and communication

Historical work undertaken within the school is carefully organised to provide breadth and depth of knowledge and understanding as well as developing skills. The development throughout the two key stages builds on children's previous work.

At Key Stage 1, children learn about people's lives and lifestyles from the more recent past. They listen and respond to stories and use sources of information to help them ask and answer questions. They learn how the past is different from the present. Children begin to learn about the more distant past through topics that have a direct connection to our local area. They use the primary resources available to help them understand a life very different from their own.

At Key Stage 2, children learn about significant people, events and places from both recent and more distant past. They learn about change and continuity in their own area, in Britain and in other parts of the world. They look at history in a variety of ways, for example from political, economic, technological and scientific, social, religious, cultural or aesthetic perspectives. They use different sources of information to help them investigate the past both in depth and in overview, using dates and historical vocabulary to describe events, people and developments. They also learn that the past can be represented and interpreted in different ways.

Teaching and Learning Strategies

At Ellwood Community Primary School History is taught through a cross-curricular thematic approach and we link history to as many subjects as possible, whilst ensuring no tenuous link is made. History contributes significantly to the teaching of English in our school by actively promoting the skills of reading, writing, speaking and listening. Some of the texts that we use in Literacy lessons are historical in nature. Children develop verbal skills 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.

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, and to interpret information presented in graphical or diagrammatic form. We use ICT in History teaching where appropriate, for example to enhance their skills in data handling and in presenting written work, and they research information using the Internet.

At Ellwood Community Primary School we use a variety of teaching and learning styles in our History lessons including working as a whole class, in groups or individually. The teaching and learning of History focuses on enabling children to think as historians. We enable children to find out about the past from a range of sources – using primary and secondary sources, handling artefacts, making use of local area and visits to museums and sites of historical significance. We develop children's understanding and skills in looking at and interpreting evidence including recognising that the past can be represented in different

ways, we teach children to identify why people did things and the main characteristics of different societies at different times including links between times studied. We encourage the children to develop skills of research and note taking and to present findings in a variety of ways such as in written, oral or pictorial form as well as using ICT.

We encourage children to take an active role in their learning and provide opportunities for children to develop the key skills of communication as well as improve their own learning performance. History is celebrated throughout the school through displays, presentations of work to other members of the school and an end of topic showcase or enterprise event.

Equal opportunities

All children are provided with equal access to the History curriculum. We aim to provide suitable learning opportunities for all children regardless of ethnicity, culture, religion, home language, family background, learning difficulties, disabilities, gender or ability. Mutual respect and tolerance for all cultures will be promoted through the study of History.

Marking and Presentation

Teachers will follow the school's marking policy when marking pupil's work. Presentation of pupil's work in History should be in line with school expectations.

Assessment

In the EYFS children are assessed throughout the year using the Early Years Outcomes/Development Matters age bands. At the end of the year they are assessed using the Foundation Stage Profile, as emerging, expected or exceeding in the Understanding the World Early Learning Goals. This information is reported to parents at the end of the Reception year.

In KS1 and KS2 pupils are assessed using the National Curriculum for History. Teachers assess the children's progress in history by making informal judgements whilst observing them working. Once the children complete a unit of work, we make a summary judgement of the work for children and consider whether they have yet to obtain, obtained or exceeded the expectations of the unit. Class teachers keep the children's history work in the topic folders/books. We record assessments on Insight Tracking and use these to plan future work.

Resources

All project topics have resource boxes containing a range of resources to aid the teaching of that subject. Resources are audited annually and reviewed through discussion with teachers.

Teachers are encouraged to make use of the resources outside the school through visits to historical sites and museums, particularly within our local area.

Role of the Co-ordinator

- Produce and update the History Policy
- Produce the History development plan with realistic and developmental targets

- Provide advice to teachers or seek information to help support with appropriate resources and approaches to assessment
- Renew, update and complement resources needed to deliver the curriculum, within budget restraints
- To attend relevant in-service courses and feedback to staff new information and ideas
- To monitor Teaching and Learning
- Build an assessment portfolio

Monitoring and Evaluation

The History Coordinator, alongside the Senior Management Team, is responsible for monitoring curriculum implementation through book scrutiny, planning sampling, lesson observations, pupil conferencing, staff meetings and resource audits.

Review

The History Policy will be reflected in our practice.
The policy will be reviewed in September 2023.