



History Policy

Signed: ----- Date: -----

Chair of Governors

Signed: ----- Date: -----

Headteacher

Adopted and Approved by the Governing Body: **October 2023**

Review Date: **October 2027**

Intent for History Curriculum

At Singlewell Primary School, we **care** about the teaching and learning of History. Our aim is to inspire a deeper **curiosity** for how society has changed over the course of time and to recognise and understand that there are similarities, differences and connections between eras. Pupils will have the opportunity to learn about the impact that events from the past have had on the modern day with British values threaded through. We would like our pupils to understand and **care** about how their relatives and friends are linked historically to their local area, country and the world.

We follow the National Curriculum and aim to ensure that a high-quality, knowledge rich curriculum is being taught to all, as a chronological narrative from ancient times to the present day. We provide a framework of historical skills for the pupils to draw from which will equip them to ask perceptive questions, think critically, weigh evidence by sifting through arguments and develop perspective and judgement, ultimately enhancing pupils' passion and inquisitiveness to know more about the past. This will enable our pupils to build upon their history skills year by year. We aim to instil an **ambitious** approach to our historical studies and hope to create **resilient** learners.

The objectives of teaching History are:

- To foster in children an interest in the past and to develop an understanding that enables them to enjoy all that History has to offer;
- To enable children to know about significant events in British history, and to appreciate how things have changed over time;
- To develop a sense of chronology;
- To know and understand how the British system of democratic government has developed and in doing so to contribute to a child's citizenship education;
- To understand how Britain is part of a wider European culture, and to study some aspects of European history;
- To have some knowledge and understanding of historical development in the wider world;
- To help children understand society and their place in it so that they develop a sense of their cultural heritage;
- To develop in children the skills of enquiry, investigation, analysis, evaluation and presentation and local area.

Teaching and Learning Style

History teaching focuses on enabling children to think as historians. We place an emphasis on examining historical artefacts and primary sources. In each key stage we give children the opportunity to visit sites of historical significance. We encourage visitors to come into the school and talk about their experiences of events in the past. We recognise and value the importance of cross curricular learning, drama and storytelling in History teaching, and we regard this as an important way of stimulating interest in the past. We focus on helping children understand that historical events can be interpreted in different ways, and that they should always ask searching questions, such as 'how do we know?' about information they are given.

We recognise that in all classes children have a wide range of ability in History and we seek to provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this by:

- Setting tasks which are open-ended and can have a variety of responses;
- Setting tasks of increasing difficulty, some children not completing all tasks;
- Grouping children in mixed ability groups to allow pupils to support each other in the learning process;
- Providing resources of different complexity, depending on the ability of the child;
- Using classroom assistants to support children individually or in groups.

History Curriculum Planning

We use the National Curriculum 2014 and PlanBee as the basis for our planning in History, developed alongside our local context to make learning more culturally relevant for the children. We ensure that there are opportunities for children of all abilities to develop their skills and knowledge in each unit, and we plan progression into the schemes of work, so that the children are increasingly challenged as they move through the school. We carry out curriculum planning in History in three phases (long-term, medium-term and short-term). The long-term plan maps the History topics studied in each term during each key stage; the subject coordinator devises this plan in conjunction with teaching colleagues in each year group, and the children study History topics in conjunction with other subjects, especially at Key Stage 1. Some topics have a particular historical focus, and in Key Stage 2 we place an increasing emphasis on independent historical study. We teach the knowledge, skills and understanding set out in the National Curriculum through the corresponding programme of study.

We use the National Curriculum as the basis for our medium term plans as well, which give details of each unit of work for each term. The subject coordinator keeps and reviews these plans. The class teacher uses lesson plans for each History lesson (short term plans). These plans list the specific learning objectives and expected outcomes for each lesson. The class teacher keeps these individual plans, although s/he and the subject coordinator often discuss them on an informal basis.

Foundation Stage

Within the Early Years Foundation Stage we teach History objectives through the Early Learning Goals (ELGs), which underpin the curriculum planning for children up to age five. As part of the topic work covered during the year, History makes a significant contribution to developing a child's

knowledge and understanding of the world, through activities such as dressing up in historical costumes, looking at pictures of famous people in history, or discovering the meaning of vocabulary ('new' and 'old', for example) in relation to their own lives.

Cross Curricular Links

The Contribution of History to teaching in other curriculum areas:

Whenever possible and appropriate, cross curricular links should be identified in the teaching of History.

English/Literacy

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 our English lessons are historical in nature. Children develop oracy through discussing historical questions or presenting their findings to the rest of the class. Children's speaking and listening skills are enhanced through the use of drama and role play within History lessons. They develop their writing ability by composing reports, diary entries and letters. Pupils' writing is supported by the use of writing frames and word banks. Writing frames are also downloaded using PlanBee as these are differentiated to cater for the individual pupils educational needs within class.

Mathematics/Numeracy

The teaching of History contributes to children's mathematical understanding in a variety of ways. Children learn to use numbers when developing a sense of chronology through activities such as creating time-lines and through sequencing events in their own lives. Children learn to interpret information presented in graphical or diagrammatic form. Venn diagrams are also used to compare and contrast aspects of History.

Personal, Social and Health Education (PSHE) and Citizenship

History contributes significantly to the teaching of personal, social, health economic education and citizenship. 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 and homelessness. They discover how to be active citizens in a democratic society by learning how laws are made and changed, and they learn how to recognise and challenge stereotypes, and to appreciate that racism is a harmful aspect of society. They learn how society is made up of people from different cultures and they start to develop tolerance and respect for others.

Spiritual, Moral, Social and Cultural Development

In our teaching of History we contribute where possible to the children's spiritual development, as in the Key Stage One unit of work, 'What are we remembering on Remembrance Day?'. We also provide children with the opportunity to discuss moral questions, or what is right and wrong through various historical topics. 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.

History and Computing

Computing enhances our teaching of History, wherever appropriate, in all key stages. This more than meets the statutory requirement for children to use Computing as part of their History work in Key Stage Two. The children use ICT in a variety of ways, such as word processing, finding information on the Internet, consulting Encarta and presenting information through PowerPoint or

the MLE. They can make creative use of the digital camera and iPads to record photographic images. They can further use email to gather information from sources in other countries.

History and Inclusion/Equal Opportunities

All children will be given access to History irrespective of race, gender, and creed, level of ability or nationality. Mutual respect and tolerance for all cultures will be promoted through the study of History. This corresponds with the school's curriculum policy of providing a broad and balanced education to all children. Through our History teaching we provide learning opportunities that enable all pupils to make good progress. We strive hard to meet the needs of those pupils with special educational needs, those with disabilities, those with special gifts and talents and those learning English as an additional language. We take all reasonable steps to achieve this. For further details see separate policies: Special Educational needs; Disability Equality; Gifted and Talented.

When progress falls significantly outside the expected range, the child may have special educational needs. Our assessment process looks at a range of factors – classroom organisation, teaching materials, teaching style and differentiation – so that we can take some additional or different action to enable the child to learn more effectively.

Intervention through SEN will lead to the creation of an EHCP or personalised plan for children with special educational needs. The EHCP may include, as appropriate, specific targets relating to History.

We enable all pupils to have access to the full range of activities involved in learning History. Where children are to participate in activities outside the classroom we carry out a risk assessment prior to the activity to ensure that the activity is safe and appropriate for all pupils.

Assessment for Learning

Children demonstrate their ability in History in a variety of different ways. Younger children might, for example, act out a famous historical event, whilst older pupils may produce a PowerPoint presentation or a MLE page based on their investigation, e.g. of voyages of discovery. Teachers will assess children's work by making informal judgements during lessons. On completion of a piece of work, the teacher assesses the work and uses this information to plan for future learning. Written or verbal feedback is given to the child to help guide his or her progress. Older children are encouraged to make judgements about how they can improve their own work.

At the end of a whole unit, the teacher makes a summary judgement about the work of each pupil. We pass this information on to the next teacher at the end of the year and to parents in an annual written report.

Resources

There are sufficient resources for all History teaching units in the school. We keep these resources in the history cupboard or Year Group areas where there is a box of equipment for each unit of work. Resources also include software for some topics. The library also contains a supply of topic books to support children's individual research. We have the PlanBee Planning resource and more recently have made connections with Maidstone Museum to access their loan boxes.

Monitoring and Review

Monitoring of the standards of children's work and of the quality of teaching in History is the responsibility of the History subject lead. The work of the subject lead also involves supporting

colleagues in their teaching, being informed about current developments in the subject and providing a strategic lead and direction for the subject in the school. The subject lead has specially allocated time in which to fulfil this role by reviewing samples of children's learning, pupil conferencing to establish opinions, understanding and skills, to ensure curriculum coverage of skills in each year group and visiting classes to observe teaching in the subject.

Subject Coordinators role

The subject coordinators will:

- Take the lead in policy development
- Take the lead in implementing the Curriculum topics to ensure progression and continuity across the school
- Support colleagues in the development of detailed plans and the implementation of the new units of work
- Support colleagues in assessment and record keeping activities
- Monitor progress in History and advise the Head Teacher on action needed
- Take responsibility for the purchase and organisation of central resources for History
- Keep up to date with developments in History Education and disseminate information to colleagues as appropriate
- Promote positive Historical information