


History Policy



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Agreed with-

- Principal
- Teachers
- Governors

1 Aims and objectives

- 1.1 The aim of History teaching here at Edlington Victoria Academy is to stimulate the children's interest and understanding about the life of people who lived in the past. History fires pupils' curiosity about the past in Britain and the wider world. Children investigate how the past influences the present, what past societies were like, how these societies organised their politics and what beliefs and cultures influenced people's actions. We teach children a sense of chronology, and through this they develop a sense of identity and a cultural understanding based on their historical heritage. Thus they learn to value their own and other people's cultures in modern multicultural Britain and, by considering how people lived in the past, they are better able to make their own life choices today. We teach children to investigate past events and, by so doing, to develop the skills of enquiry, analysis, interpretation and problem-solving.

The aims of History in our school 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 so doing, to contribute to a child's citizenship education;
- to have some knowledge and understanding of historical development in the wider world;
- to help children understand society and their place within it, so that they develop a sense of their cultural heritage;
- to develop in children the skills of enquiry, investigation, analysis, evaluation and presentation.

Intent

Why do we teach this? Why do we teach it in the way we do?

At Edlington Victoria Academy, we aim for pupils to acquire a passion for history, which develops their sense of curiosity about the past and their understanding of how and why people interpret the past in different ways.

It is our ambition that children become historians. In order for this to be achieved, children need to have:

- Substantive knowledge and understanding of historical people, events and contexts, as well as disciplinary historical concepts and processes.
- The ability to think, reflect, debate and evaluate the past, formulating and refining questions and lines of enquiry.
- A desire to embrace challenging activities, including opportunities to undertake high-quality research across a range of history topics.
- The ability to consistently support, evaluate and challenge their own and others' views using detailed, appropriate and accurate historical evidence derived from a range of sources.

- A respect for historical evidence and the ability to make robust and critical use of it to support their explanations and judgments.
- The ability to think critically about history and confidently communicate ideas.

Implementation

What do we teach? What does this look like?

At Edlington Victoria Academy, our long term plan for the wider curriculum is divided in to 3 strands; **Identity and Social Justice (Autumn term)**; **Power, Leadership and Invasion (Spring term)** and **Sustainability and the Impact on the World (Summer term)**. Through these strands, a sequential History curriculum is delivered. Units of learning are linked under historical eras or significant events. These units are planned with an overarching inquiry question, examples of these units are -

- **Why do we have a King or Queen?**
- **Who were the Ancient Egyptians and what did they leave behind?**
- **What aspects of power and leadership led the allies to victory in World War Two?**

Timelines are introduced as a concept in EYFS using the children's experiences, such as the sequence of events during their lives. This is then built on throughout KS1 and KS2 where timelines are used to reinforce the length, overlap and connections between different eras in history. Teachers make connections and draw comparisons between the different time periods that the children have studied to help them to understand change over time.

The History Curriculum at Edlington Victoria Academy has been structured to ensure that current learning is linked to previous learning, making use of the immediate and wider local area, enabling children to develop a deep understanding of the rich history in their locality.

Our units of learning ensure that the National Curriculum is fully covered and that progression occurs across all year groups. The delivery of history through these units provide consistency across the academy, ensuring that the pupils receive a broad and ambitious curriculum for all, supporting all pupils and providing challenge at all levels in order to develop children's substantive and disciplinary knowledge.

2. 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 stories 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.

2.2 We recognise the fact that in all classes there are children of widely-different abilities 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. Not all children complete all tasks;
- using a range of strategies for talk and sharing ideas;
- using the teacher to support children individually or in groups;
- using adaptive teaching strategies in order to support or further challenge those who need it.

3 History curriculum planning

3.1 We use our schemes of learning as the basis for our curriculum planning in History. We ensure that there are opportunities for children of all abilities to develop their skills and knowledge in each unit and we build planned progression into the scheme of work so that the children are increasingly challenged as they move up through the school.

3.2 Classes work in phases and teach the same History subject lessons at the same time. This allows for sharing of resources and ideas and ensures progression between paired year groups working on a two-year rolling programme.

3.3 The planning of the History curriculum has come from the curriculum leader. Planning has been carefully mapped on a long-term road map and then has been broken down into finer granular detail through the schemes of learning for each phase of the school. The schemes of learning have a key enquiry questions, which is the overarching question of enquiry for the unit. The substantive knowledge is then broken down into key concepts, with tier 2 and tier 3 vocabulary planned out. The disciplinary knowledge is planned through using a 6-part lesson sequence.

3.4 Children are provided with a knowledge organiser containing key vocabulary for the topic from our year group vocabulary lists. This also contains an overview of the unit.

4 Foundation Stage

4.1 We teach History in nursery and reception classes as an integral part of the topic work covered during the year. We relate the history side of the children's work to the objectives set out in the Early Years Foundation Stage which underpin the curriculum planning for children aged three to five. History makes a significant contribution to the ELG objectives of developing a child's knowledge and understanding of the world through activities such as looking at photographs and talking about the children's own experiences, looking at pictures of famous people in history or discovering the meaning of new and old in relation to their own lives.

5 The contribution of history to other subjects

5.1 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 we use in Literacy 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.

5.2 Mathematics

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, for example they study the impact of the plague by analysing population statistics.

5.3 Information and communication technology (ICT)

We use ICT in history teaching where appropriate and we meet the statutory requirement for children to use ICT as part of their work in history at Key Stage 2. Children use ICT in history to enhance their skills in data handling and in presenting written work, and they research information using the Internet and other software, as well as presenting their research as a film. Children have the opportunity to use the digital camera to record and use photographic images to aid the making of their film.

5.4 Personal, social and health education (PSHE) and citizenship

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 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 recognize 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 start to develop tolerance and respect for others.

5.5 Spiritual, moral, social and cultural development

When teaching history, we contribute to the children's spiritual development where possible. We also provide children with the opportunity to discuss moral questions, or what is right and wrong. Children learn about how British society has changed over time. 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.

6 Inclusion

6.1 At our school we teach History to all children, whatever their ability. History forms part of the school curriculum policy to provide a broad and balanced education to all children. Through our history teaching we provide learning opportunities that enable all pupils to make progress. We do this by setting suitable learning challenges and responding to each child's different needs.

6.2 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, adaptive teaching – so that we can take some additional or different action to enable the child to learn more effectively. This ensures that our teaching is matched to the child's needs.

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

7 Assessment and recording

- 7.1** At the beginning of each unit children complete a mind map to share their knowledge on the new topic. Pupils are then supported throughout the sequence of learning by being able to make reference to a knowledge organiser with the definitions of key vocabulary, prior learning and 5 key learning facts.
- 7.2** We assess children's work in history by making informal judgements as we observe them during each history lesson. On completion of a piece of work, the teacher marks the work and comments as necessary. Assessment usually comes in the form of verbal feedback throughout the lessons.

8 Resources

- 8.1** We aim to provide sufficient resources for all History teaching units in the school. We keep these resources in classrooms belonging to members of the phases. The library contains a good supply of topic books and software to support children's individual research.

9 Monitoring and review

- 9.1** Monitoring of the standards of children's work and of the quality of teaching in History is the responsibility of the History subject leader and phase leaders. The work of the History 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 gives the Principal an annual action plan in which s/he evaluates the strengths and weaknesses in the subject and indicates areas for further improvement. The History co-ordinator will visit classes to observe history learning to inform their knowledge of History teaching and learning within the school as well as book looks, pupil book study and take part in external monitoring of the subject.

10 Marking and feedback

- 10.1** Feedback mainly comes in the form of verbal feedback throughout the lesson. Presentation in books should match the presentation of the child's Literacy book, as should spelling.
- 10.2** Children should be given frequent opportunities to peer-assess and self-assess against provided criteria for the learning.

11 Learning behaviours

- 11.1** Children should display the learning behaviours expected from the learning animals and links should be made to the learning animals throughout the planning and teaching of all learning.

Signed..... Chair of Governors

Signed Principal

Date