



## **History Policy**

**Approved by RA on 26.11.18**

**Subject leader: Richard Ford**

History fires pupils' curiosity and imagination, moving and inspiring them with the dilemmas, choices and beliefs of people in the past. It helps pupils develop their own identities through an understanding of history at personal, local, national and international levels. It helps them to ask and answer questions of the present by engaging with the past.

At Holmwood School, pupils find out about the history of their community, Britain, Europe and the world. They develop a chronological overview that enables them to make connections within and across different periods and societies. They investigate Britain's relationships with the wider world, and relate past events to the present day.

As they develop their understanding of the nature of historical study, pupils ask and answer important questions, evaluate evidence, identify and analyse different interpretations of the past, and learn to substantiate any arguments and judgments they make. They appreciate why they are learning what they are learning and can debate its significance.

### **Aims**

The new national curriculum for history aims to ensure that all pupils:

- know and understand the history of these islands as a coherent, chronological narrative, 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; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind
- gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry.'
- 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 rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed
- gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and

international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.

### **Entitlement:**

Holmwood School acknowledges and believes in the statutory entitlement of pupils to follow the objectives outlined in the National Curriculum. The above aims are consistent with our schools philosophy and take account of the National Curriculum. The school's scheme of work, based on The Learning Challenge Curriculum (LCC) units, ensures continuity and progression across the key stages as well as breadth of study to ensure all Programmes of Study are taught through a creative cross-curricular approach.

### **Objectives:**

In developing historical skills, pupils should be taught:-

- To use appropriate historical vocabulary
- To use questioning and problem solving skills to find out about the past
- Use primary sources to discover how we find out about the past
- Use secondary sources
- Use ICT to help in historical investigations and inform decision-making skills.

### **Planning, Organisation and Process:**

At Holmwood School we have developed a creative curriculum using Focus Education, The Learning Challenge Curriculum. This process puts high emphasis on learners being involved in their own learning. It also focuses on improving learner and teacher questioning and uses a key skills system to guarantee continuity and progression in learning across the whole school. It is the focus of the creative curriculum to combine subjects where possible and link to the terms topics. The school uses National Curriculum Objectives as a starting point for planning.

Due to the nature of the children within the classes it is necessary to "back track" the curriculum to a suitable level of learning for the children.

The teacher will normally present the History programme with the Teaching Assistants supporting. History is essentially an investigative subject requiring visits, fieldwork and additional resources where the TAs will have a key role in supporting all pupils and activities.

Long term planning is carried out in September when teachers select the teaching objectives for that school year combining them with the creative curriculum topics and integrating them with English and Mathematics objectives and targets.

Medium term planning is made half-termly giving plans for all subjects for each week.

Short term planning is carried out weekly showing learning objectives, activities and planned success criteria linking where possible to the assessment of English and Mathematics targets.

### **Teaching & Learning Styles:**

A range of teaching and learning strategies are used to provide the breadth of learning opportunities required. The strategies include an emphasis on active learning through educational visits, fieldwork, discussion, investigation and problem solving. The use of artefacts, stories, pictures, film clips and visits will stimulate children's interest and curiosity.

### **Assessment:**

Although there is no statutory requirement for assessing history, it is important that teachers are able to identify evidence of pupils' learning and experiences in order to monitor progress and assist future planning.

Where appropriate, marked history work will refer to individual learning targets for English and Maths with next steps for learning identified.

To help with this process of assessment, proformas are available for teachers' use. Evidence of work and topics covered will be collected annually and scrutiny will take place. Annual reports will be sent to parents to inform them of pupils' progress and experiences in this subject.

### **Professional Development:**

The Subject Leader is responsible for keeping up to date with national and local initiatives and guidance, and for keeping staff up to date with developments. Training will be offered within the schedule defined by the current training programme.

### **Resources:**

All History resources are kept centrally in the resource cupboard. Each year History is given an allocated budget to replenish resources. If staff need additional resources to support the teaching of their individual lessons they should speak with the co-ordinator at the beginning of the school year to ensure these can be purchased from the budget.

The use of the school minibus will also be used to allow the children to experience learning of History through field work opportunities. It is the responsibility of the teacher to ensure a risk assessment has been completed and the correct 'Out of School Visits' forms are completed. The learning objectives for the visit must also be clearly identified.

### **CURRICULUM GUIDANCE**

Expectation of study is split into guidance for KS1 and KS2.

KS1 Pupils should be taught about:

- changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life
- events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries]
- the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods [for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong]
- significant historical events, people and places in their own locality.

KS2 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.

**This policy was approved on October, 9<sup>th</sup>, 2017 by Raising Achievement**

