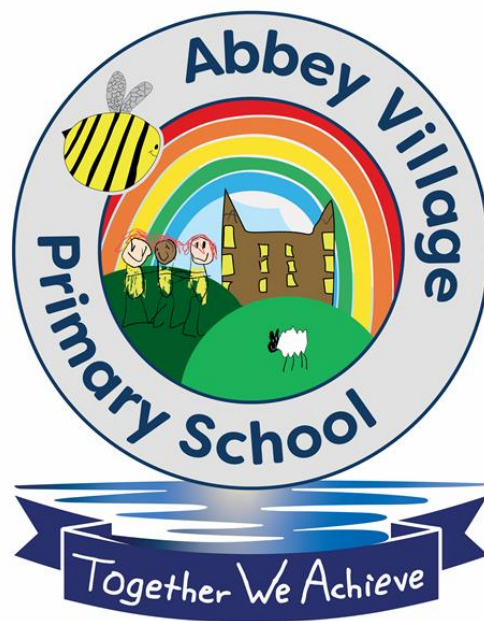


Abbey Village primary School

History Policy



Abbey Village Primary School

History Policy

History raises and answers questions about the children's lives and the lives of others. It develops knowledge of important events around the world and gives the children a greater understanding of how over time events have changed the world. Effective History lessons will allow pupils to consider the 'bigger picture' and to explore how periods have overlapped and where cause and effect have come into play. History provides a focus within the curriculum for understanding the world's development. History allows pupils to encounter significant people from before their own birth. It can encourage pupils to think about their own place in the world, their values, and their rights and responsibilities to other people. History can be used very effectively to enhance many other areas of the curriculum including English, British Values, Christian Values, Art and Computing.

Aims

We aim to provide children with an experience of History which is valid, stimulating and informative. We encourage a lively questioning approach, which engages children in developing an interest and curiosity about the past and allows them to consider how these events affect present day and shape our future. Above all, we want all children to develop the skills to become questioning and curious historians. We believe these skills will be beneficial in many other subject areas and indeed as a life skill. At Abbey Village, we strive for each child to be able to:

- develop a curiosity and understanding of events, places and people in a variety of times and environments.
- develop an appreciation of human achievements and aspirations.
- understand the values of our society.
- think critically and be able to support, evaluate and challenge their own and others' views using historical evidence from a range of sources.
- learn about the major issues and events in the history of our own country and of the world and how these events may have influenced one another.
- develop a knowledge of chronology within which the children can organise their understanding of the past.
- understand how the past was different from the present and that people of other times and places may have had different values and attitudes from ours.
- distinguish between historical facts and the interpretation of those facts.
- understand that events have a range of causes and that historical explanation is provisional, debatable and sometimes controversial.

Teacher's planning in History is informed by and aligned with the statutory requirements set out in the National Curriculum. Topics of study are set out in long term plans and creative and cross-curricular links are made to other areas of the curriculum, where appropriate. We have mixed-age classes, therefore at both KS1 and KS2 we operate a rolling cycle. In so doing, we ensure that children have complete coverage of the National Curriculum, but do not repeat topics. Teachers use the school's progression in knowledge and skills document and History Key Learning Documents to ensure that there is a progression of skills across year groups in their medium term planning.

Wherever possible the units of work for History are enriched by looking at the History of the local and regional area and how this relates to British and World History.

EYFS

Early years explore historical themes and content through the Understanding of the World strand of the EYFS curriculum. This involves guiding children to make sense of their physical world and their community through opportunities to explore, observe and find out about people, places and time.

KS1

During Key Stage 1, children begin to develop an awareness of the past, using common words and phrases relating to the passing of time. They start to 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. They demonstrate a growing confidence and accuracy when using commonplace historical vocabulary. Through literacy and drama, children become able to ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. Children start to use, and begin to evaluate, some of the ways in which we find out about the past and identify different ways in which it is represented. Children are taught to identify changes within living memory, by examining how toys and entertainment have changed within living memory and what this reveals about changes in national life. Children also investigate events beyond living memory, to develop a growing sense of chronology and awareness of time and changes over time.

KS2

Throughout Key Stage 2, pupils continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. This sense of understanding of chronology will be referred to throughout this Key Stage so that children become secure in their understanding of important historical events and eras, trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically-valid questions about change, cause, similarity and difference, and significance. Children will learn to select, organise, review and present relevant historical information. Children will begin to understand how our knowledge of the past is constructed from a range of sources and that sources need to be carefully evaluated. A variety of teaching approaches are encouraged:

- Role-play and story-telling.
- Critical analysis and evaluation of sources of evidence.
- Hot seating and a variety of drama techniques such as freeze frames/conscience alley
- Question and answer sessions, discussions and debates
- Use of human timelines.
- Individual and group research and presentations.
- Investigating artefacts, maps, photographs, paintings and other documents as sources of evidence.
- Computing- interactive white board and internet resources, use of augmented reality resources.
- Access to Artefact Loan Boxes and Topic boxes from the Museums Service.
- Fieldwork, visitors and visits to museums and sites of historic interest.
- Links to Special Events e.g. celebrations of local/national importance e.g. 50 years since the Moon landings

Assessment

Assessment for learning is continuous throughout the planning, teaching and learning cycle. Assessment is supported by use of the following strategies:

- Observing children at work, individually, in pairs, in a group and in class.
- Using open ended questions that require children to explain and unpick their understanding.
- Providing effective feedback, including through challenge questions where appropriate.
- Book monitoring of outcomes of work to evaluate the range and balance of work.

At the end of a unit of work, teachers refer back to the knowledge and skills to be covered. They can then assess the children against these outcomes and keep track of the children who are working at, below or above expectations. Teachers record these judgements on the medium term plan. The leader is then able to use this data to analyse children on track and make comparisons between different groups of children. This allows the leader to monitor where there are areas for development and make this a focus of future action.

Inclusion

At our school, we believe that all pupils are entitled to access the History curriculum at a level appropriate to their needs. The school considers it important that children are not prevented from gaining access to the knowledge and skills in the History curriculum by virtue of limitations in their learning abilities. To ensure inclusion, teachers use a range of strategies to ensure accessibility as well as to provide appropriate challenge to different groups of learners.

Equal Opportunities

All children regardless of their race, sex, religion, religious belief or ability will be given equal opportunities to develop their knowledge, skills and understanding of History. British History, where possible, is set within the context of Europe and the World. When selecting source material, a range of perspectives and viewpoints are represented, including those of men and women of different racial, national or religious groups. Care is taken that societies are not just represented from the British perspective but also from their own. The importance of the pupil's own cultural background is recognised as a resource which may give an alternative view of events from the past as well as the present.

Resources

The History leader is responsible for consulting staff and purchasing suitable resources. Resources also include trips outside the school building to support History teaching. People with an interest or expertise in a particular topic or area of history are encouraged to come into school to work with the children. Such visitors may include parents, grandparents, and people from the local community.

Management and Review

The History leader is always willing to advise and support staff in delivering different periods of study and in planning for assessment. Time is given to the leader for the monitoring and evaluation of History. The leader has planned opportunities for learning walks, work sample monitoring, planning monitoring as well as pupil interviews. The information and feedback gathered from this is then fed back into the action plan and areas for development are addressed. Staff development needs are ascertained through staff audits and work/planning monitoring.

Policy written by Paula Roworth

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