

# GREAT CHART PRIMARY SCHOOL

## HISTORY POLICY

SEPTEMBER 2024



*A Great Place to Discover and Learn*

### **Vision Statement**

**A respectful community where we thrive and achieve our full potential as confident life long learners**

### **Mission Statement**

**Preparing for life in our ever changing world, by providing opportunities to develop core values and a love of learning**

*Our core value is Respect*

*Our termly values: Team work, Ambition, Responsibility, Resilience, Kindness & Independence*

## The Importance of history

*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.*

(from National Curriculum in England: History Programmes of Study, DfE, 2013)

## Intent

The aims of history teaching at Great Chart Primary School are to build a History curriculum which develops learning and results in the acquisition of knowledge and skills which enables children to enquire, research and analyse History. It should:

- Fire pupils' curiosity about the past in Britain and the wider world.
- Encourage thinking about how the past influences the present, especially developing an understanding of the influence of Britain and also its influence on the wider world - including short- and long-term implications.
- Appreciate achievements as well as 'mistakes' of mankind in the past.
- Help students develop a chronological framework for their knowledge of significant events and people.
- Foster a sense of identity and an increased understanding of pupils' own position in their own community and the world.
- Develop a range of historical enquiry skills and abilities - particularly those related to finding out about the past, explaining what happened and what people then and now think about what happened.
- Aid children in grasping an understanding of abstract historical terms and concepts.
- Allow children to expand their own historical perspective by applying their understanding to new contexts.

### Through history we can also:

- Improve pupils' skills in English, mathematics and Computing.
- Develop pupils' thinking skills
- Promote pupils' awareness and understanding of gender, cultural, spiritual and moral issues.
- Develop pupils as active citizens.

## Implementation

- **History concepts/Threads-** Whole school History has been planned with a clear coherent approach through the teaching of key Historical concepts. Planning through key historical concepts will also ensure children are building on prior learning, making links and patterns and reinforcing what knowledge has been acquired earlier. This will also ensure that clear progression is seen through EYFS to year 6. The key Historical concepts are:  
**Conflict and invasion, similarity and difference, Cause and consequence, Diversity and discrimination, civilisation and society, chronology and evidence.**
- **Knowledge Organisers-** Children have access to key knowledge, language and meanings to understand History and to use these skills across the curriculum.
- **Enquiry-** each unit of work will begin with an enquiry question which children will be encouraged to answer through an investigative approach at the end of the unit.
- **Displays-** throughout school focus on key knowledge, vocabulary and questions and exemplify the terminology used throughout the teaching of History, BV and SMSC, and enable pupils to make links across the wider curriculum.
- **Subject specific vocabulary-** Identified through knowledge organisers and displays and highlighted to the children at the beginning of lessons.
- **Big picture and recap-** New history learning is put into the context of the big picture of history learning throughout school, and a daily review of immediate previous learning in the subject. ( refer to Great chart History timeline)
- **Provision in EYFS -**Children are given a secure grounding in the Prime Areas of learning, ensuring they have a good foundation on which to build through the specific

areas, including understanding the World. Areas of provision are enhanced to ensure vocabulary understanding and extension, and develop an understanding of the past, present and the difference between the two.

- **Whole school History Timeline-** This shows all previous history learning and enables children to put new learning in the context of new learning.
- **Books-** Children will have constant access to a wide variety of subject specific fiction and non-fiction books, available in history lessons, other lessons and in the class book area.
- **Use of artefacts-** Where possible we use artefacts for children to explore and investigate. We believe that handling real objects enhances the children's historical knowledge, understanding and skills.
- **Use of sources / bias-** We aim for children to recognise that bias exists in some form in all historical sources, and this needs to be accounted for in their interpretation of evidence.
- **Assessment-** careful monitoring of pupils' progress to ensure that small advances can be built upon; Providing regular feedback to pupils on progress and actively involving pupils in assessment of their work. Class teachers assess children's understanding in History and this is then recorded on Target Tracker at the end of the year. This data is then analysed to improve the children's learning in History.
- **Hands on learning-** We recognise that children learn in a variety of ways, and so where appropriate, children will learn history through practical activities: history days, debate, drama role play and visits.
- **Approaches to teaching-** A wide variety of teaching approaches are used in history lessons to ensure children make good progress, and all learning styles are catered for. Class teachers ensure there is a good balance of whole class, group work and individual learning in history lessons.
- **Consistent teaching sequence-** History lessons will follow a clear and consistent teaching sequence, including putting the learning in the big picture, placing of the History being studied in the chronological context of previous learning, using the class timeline, a daily review, a brief review of learning covered in previous lesson/s, specifying key vocabulary to be used and its meaning, conduct Historical enquiry using a variety of sources and / or artefacts, pupils interpreting their findings and communicating their historical knowledge and understanding appropriately, before evaluating their learning and comparing with other historical periods studied as appropriate.
- **Research:** Children will be asked to research historical aspects of their learning independently. This allows the children to have ownership over their curriculum and lead their own learning in history.
- **Basic skills** -English, Maths and ICT skills are taught during discrete lessons but are revisited in history so children can apply and embed the skills they have learnt in a purposeful context.
- **Cultural Capital** - We plan school trips/ visits, encourage visitors from the community to provide first-hand experiences for the children to support and develop their learning. We recognise that to have impact the planned cultural capital must be clearly linked to the statutory historical knowledge to be acquired and provide the opportunity for children to better understand the knowledge or apply what they already know.
- **British Values-** Children learn about British values through lessons on people and places, rights, responsibilities, decision and consequences, duties and freedoms, government laws, justice, democracy and totalitarianism as well as studying moral and ethical issues. Pupils explore diverse beliefs, cultures and identities and the values we share as UK and global citizens. These values are also encouraged and rewarded in our day-to-day teaching, showing that tolerance, mutual respect, teamwork and resilience are valued as we aim to build pupils' self-esteem. This includes, for example, respecting each other and following the rules as well as adhering to the spirit of fair play when taking part in quizzes and other competitions in lessons.
- **Meeting the needs of individuals and different groups of pupils-** A wide variety of strategies can be used to ensure that teaching meets the needs of different groups of pupils, including students with special educational needs, the gifted and talented and pupils from different ethnic or gender groups.

- **Assessment-** At the end of each topic pupils will be assessed to see how much they have learned and understood. This will be done in various ways, projects, posters, double page spreads debates etc.

**Objectives-** 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 history curriculum of the school will therefore help pupils to experience a range of historical events and periods of time.

### **Key stage 1**

Within Key Stage 1, pupils are expected to:

- Develop an awareness of the past, using appropriate vocabulary relating to chronological timelines and historical terms.
- Chronologically order important people and events they study.
- Identify similarities and differences between ways of life in different periods.
- Ask and answer questions.
- Select and use aspects of stories and sources to secure and show their knowledge and understanding of key events they have learned about.
- Understand some of the ways in which we find out about the past and identify different ways in which it is represented.

Pupils will learn 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, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell]
- Significant historical events, people and places in their own locality

### **Key stage 2**

Throughout Key Stage 2 children at Great Chart Primary School will continue to develop their understanding and knowledge of a wide range of British, local and world history, as well as a secure awareness of chronological order of events.

Pupils are expected to:

- Identify connections, similarities, differences and developments over a period of time.
- Use the appropriate historical terms.
- Recognise and investigate historically valid questions, as well as develop reasonable responses to such questions through enquiry.
- Understand that a range of sources are used to aid construction of our knowledge of history.

To enable children to progress their historical knowledge through Key Stage 2, teachers will develop through a range of historical periods and the complexity of tasks and studies will develop.

Pupils will learn 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
- conducting a local history study
- an aspect or theme in British history that extends their 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

**Role of the Subject Leader-** The coordinator's responsibilities are:

- To ensure a high profile of the subject
- To ensure a full range of relevant and effective resources are available to enhance and support learning.
- To model the teaching of history
- To ensure progression of the key knowledge and skills identified within each unit and that these are integral to the programme of study and secure at the end of each age phase
- To monitor books and ensure that key knowledge is evidenced in outcomes, alongside and as supported, by SMT
- To monitor planning and oversee the teaching of history
- To lead further improvement in and development of the subject as informed by effective subject overview
- To ensure that the history curriculum has a positive effect on all pupils, including those who are disadvantaged or have low attainment
- To ensure that the history curriculum takes account of the school's context, promotes children's pride in the local area and provides access to positive role models from the local area to enhance the geography curriculum
- To ensure that approaches are informed by and in line with current identified good practice and pedagogy

### **Impact**

**Book moderation and learning walks** -, to evaluate the range and balance of work and to ensure that tasks meet the needs of different learners, with the acquisition of the pre-identified key knowledge of each topic being evidenced through the outcomes.

**pupil voice-** Children's voice is valued and their opinions taken into account. Pupils will be given the opportunity to give their thoughts on History learning.

By the end of their time with us our children will know the stories of our communities and the events that have formed our place. They will have broad and deep knowledge of regional, national and international history and well-developed historical thinking. Their ability to investigate, consider, reflect and review events of the past will have enabled a detailed understanding. They will use with ease their understanding of conflict, similarity and difference, cause and consequence, diversity, community and society and chronology and evidence to interpret events and developments. They will ask and answer challenging historical questions that make links between events, developments, peoples and periods in the past. They will know of and select from a wide range of historical sources when using their skills of research, analysis and evaluation. They will use historical terms accurately in their effective communication of ideas and judgements. They will select and apply their knowledge and skills from other subjects to draw conclusions and communicate their findings. They will enjoy learning, regard history as fun and want more challenges and success. They will have a mindset that accepts that tentative conclusions are the norm. They will confidently carry out their own historical investigations. They will have memories for life from visitors, visits and rich experiences. They will have a sense of social

responsibility, respect for diversity and a willingness to engage with sensitive and controversial issues. They will feel prepared for the next stage of their history education and part of their adult life. They will feel proud of themselves, their communities and their place.