



History Policy

Date: September 2023

Review Date: September 2024 – or sooner if changes to curriculum or legislation

SCHOOL AIM

The general aims of this policy are:

- ❖ To give pupils opportunities to interrelate the requirements of History within a broad and balanced approach to the teaching of History across the curriculum, with opportunities to consolidate and reinforce taught historical knowledge
- ❖ To deliver the History National Curriculum in a fun and engaging way which enables all children from whatever background and of whatever ability to access their learning.
- ❖ To provide children with successful historical figures to increase aspiration.
- ❖ To provide children with the opportunities to develop and expand their vocabulary.
- ❖ To reflect the priority and importance of building on key concepts taught in the Foundation Stage with regard to the Early Learning Goals as stated in the EYFS framework.

Teaching and Learning

Intent:	
To provide a high-quality history education which will help pupils gain a coherent knowledge and understanding of Britain's past and that of the world. We seek to inspire pupils' curiosity and enthusiasm to want to know and learn more about the past and to link their previous learning and knowledge together to give them an in depth and comprehensive understanding.	
Implementation:	
<p>Top Ten</p> <ul style="list-style-type: none">- Historical skills and concepts embedded within a lesson.- Include the key historical concept or skill on the LI.- Begin and end each lesson with the same investigation/historical question that the knowledge of the lesson will focus on.- Use a variety of different sources e.g. photos, paintings, videos, newspapers, physical objects if possible (boxes under the stage) including primary and secondary sources.- To include a range of different activities within lessons so that the task is not always writing at length.	<ul style="list-style-type: none">- Use a range of different methods for formative assessment- At the start of relevant topics, children should be aware of the school theme of 'trade' which runs throughout the school. Including key vocabulary so that children can build on previous learning.- All units include an element of chronology and where events fit in a timetable.- Each unit is to highlight year group timeline created to show the journey of learning of events taught in previous years.- Ensure next steps are historical based and questions that will stretch their understanding.
Impact:	

The children will have a secure knowledge and understanding of a range of historical topics being able to discuss and link to their previous learning and build on this, developing a range of skills.

SCHOOL STATEMENT

At Cranford Primary School it is realised that throughout history, certain key or underlying concepts offer an explanation of human behaviour and social experiences. An understanding of these concepts will help our children to understand the world in which they live.

Our teaching will equip pupils with the ability to ask perceptive questions, think critically, weigh evidence, sift arguments and develop perspective and judgement. By providing our students with an effective History Curriculum, they will begin 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- all relevant to the National Curriculum.

CONCEPTS AND SKILLS

Concepts and skills to be embedded into History teaching across the whole school in History lessons and in a cross-curricular way:

Concepts-

- Continuity and change.
- Cause and consequence.
- Similarity, difference and significance.
- Historical perspective.
- Chronology

Skills-

- Make connections.
- Draw contrasts.
- Analyse trends.
- Frame historically-valid questions.
- Create own structured accounts.
- Make and understand connections.

EARLY YEARS

In the Early Years at Cranford Primary School, History is taught through personal history (looking at past and present), in the following topics/ways:

Reception-

- A) Kings and Queens
- B) Important people to me
- C) Dinosaurs

KEY STAGE ONE

Pupils will develop an awareness of the past, using common words and phrases relating to the passing of time. They will 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.

Topics for each year group are related to the new National Curriculum and ensure appropriate curriculum coverage.

In KS1, the areas of study are taught through the following topics, relevant to the new National Curriculum:

Year 1- <ul style="list-style-type: none">A) Dinosaurs / Mary AnningB) Inspirational PeopleC) Kings and Queens	Year 2- <ul style="list-style-type: none">A) CastlesB) Great Fire of London.C) Local historical study
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KEY STAGE 2

Pupils will continue to develop a chronological awareness of British, local and world history. Pupils will be able to make connections, contrasts and trends over time and develop the appropriate use of historical terms.

Topics for each year group are related to the National Curriculum and ensure appropriate curriculum coverage.

In KS2, History is taught through the following areas- relevant to the National Curriculum requirements:

Year 3- A) A local History study- The Berkeley Family & the development of Heathrow Airport. B) Stone Age to Iron Age Britain (including settlements).	Year 4- A) Ancient Egypt. B) Romans. C) Royalty
Year 5- A) Saxons B) Vikings. C) Ancient Greece.	Year 6- A) Britain through the decades B) Mayans

SPECIAL EDUCATIONAL NEEDS & EAL

Differentiation for pupils with special needs will be planned for in terms of learning objectives, tasks, teaching methods and resources.

Historical events and developments will be made easier for pupils to understand by studying the lives of individual people.

Concepts will be taught through discussion, concrete examples and practical activities.

As History tends to be a language-dependent subject, teachers should therefore, set open-ended tasks and adapt activities to suit the needs of individual pupils using a variety of art techniques, tabulated comparisons, sequencing pictures or artefacts etc.

EQUAL OPPORTUNITIES & RACE EQUALITY

National Curriculum History requires pupils to be taught about the cultural and ethnic diversity of past societies and the experiences of men and women.

Through History pupils acquire understanding and respect for other cultures and values.

To address the necessity to present equal opportunities to all children, it is our intention to develop a wide ranging supply of resources.

ASSESSMENT, RECORDING AND REPORTING

At Cranford Primary School gathering evidence of pupils' attainment is seen as an integral part of teaching and learning. This will be done in a variety of ways including:-

<ul style="list-style-type: none"> a) Observing pupils whilst working individually or in groups. b) Questioning, talking and listening to pupils. c) Considering material produced by pupils and discussing these with them. 	<ul style="list-style-type: none"> a) Identify what has been learnt. b) Monitor pupil's progress in acquiring the knowledge, understanding and skills in the appropriate Key Stage of the History Curriculum.
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Make reference to work covered and progress reports by the end of the year.

MONITORING, EVALUATION AND REVIEW

- a) Each half term, year groups will identify and plan appropriate links within their topics.
- b) Teachers ensure that pupils are making progress.
- c) This policy was reviewed in 2022.

THE ROLE OF THE COORDINATOR

- a) Overseeing the overall programme in collaboration with the Year Group teams.
- b) Ensuring, by tracking, that the new National Curriculum is being covered.
- c) Exploring new possibilities for cross-curricular work.
 - Developing a resource bank.
 - Identifying training needs.
 - Keeping in touch both locally and nationally.

RESOURCES

Resource books are kept in the classrooms, with Year Group Leader (where possible) for use when required. Resources to support KS1 units of work are organised into topic boxes and stored in the resources cupboard. Resources to support units of work are also kept under the stage in Key Stage 2.

History has a small budget allocation and resources are reviewed annually and are added to or replaced as the budget allocation allows.

All classes have Internet access and appropriate websites are included when planning to aid the teaching of history. Other opportunities for ICT are planned into lessons where appropriate. Staff should always be aware that any history resources introduced to children do not inadvertently reinforce racial stereotypes or poor images of developing countries.

Reviewed/Revised: September 2023