

**HISTORY POLICY**

**Policy review: November 21**

**Next Review: November 22**

Fens Primary School

 History Policy

# **History Curriculum Intent**

Our intent is to:

* Strive to be an ‘Evidence Informed’ school, taking into account the important role different forms of evidence can play in improving our school History curriculum through informing decision making and implementation practices that continually work to improve the outcomes of teaching and learning.

In order to achieve this goal, we will:

* + ***Engage*** with a wide range of research, related to both History and wider teaching and learning
	+ ***Explore*** areas of school practice that can be improved and clearly define them for all school stakeholders
	+ ***Prepare*** clear school development plans that outline how implementation activities and resources will be deployed to meet the intended outcomes
	+ ***Deliver and Adapt*** implementation strategies, monitoring their effectiveness through developed school systems and a flexible and collaborative peer-to-peer approach to school improvement
	+ ***Sustain*** and scale successful implementation practices to ensure they are embedded.
	+ Develop children’s awareness of their ability to **self-regulate** and think about their learning by sustaining and promoting the school’s **metacognition agenda,** in order to develop metacognitive strategies **in conjunction** with building a progressive understanding of historical concepts.

In History at Fens we aim to inspire children’s curiosity, encourage critical thinking and enable them to have a better understanding of the society in which they live and that of the wider world. Our curriculum helps them to gain a sense of their own identity within a social, political, cultural and economic background as well as a growing understanding of diversity. Our topics help children gain an understanding of the complexity of people’s lives and the process of change.

**How we implement our History Curriculum**

We feel it is important for History to be taught discretely as well as incorporated within other curriculum subjects, such as literacy, the creative curriculum and through collective worship. Each topic has been given a title in the form of a key question to promote critical thinking. Metacognition is used to form critical thinking tasks that can be used at the end of a topic to inform assessment.

In History we aim:

* To promote an interest in the past.
* To develop an understanding of change over time.
* To develop a sense of chronology.
* To understand and use a variety of historical terms.
* To understand a variety of historical concepts.
* To learn about the roles that individuals and events have played in shaping modern society.
* To develop an ability to investigate and interpret different versions of past events.
* To learn to study historical evidence and to ask and answer questions about the past.
* To develop the ability to communicate historical knowledge and understanding using a variety of techniques.
* To encourage children to understand other people, their beliefs, thoughts, values and experiences.
* To realise the diversity of the past.
* To develop an awareness of the world around them.
* To develop an understanding of society and their place within it, so that they acquire a sense of their cultural heritage.
* To develop a knowledge and understanding of historical development in the wider world.

Fens Primary School History Curriculum

Early Years Foundation Stage

History in the Foundation Stage is taught through ‘Understanding the World’. It encompasses humanities subjects and science. Historical concepts and terminology are therefore closely linked and interchangeable with other curriculum areas. The children are supported in developing the knowledge, skills and understanding that helps them to make sense of the world.

Children at the expected level of development will:

* Talk about the lives of the people around them and their roles in society.
* Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.
* Understand the past through settings, characters and events encountered in books read in class and storytelling.

Pupils learn through:

* Photographs
* Listening to stories and memories of older people
* Role play activities
* Discussing events in the past and their own personal lives
* Sequencing events to gain a sense of time
* Celebration and commemoration of significant historical events
* Assemblies and class worship
* School trips and visits
* Books and television programmes
* Access to explore artefacts

Key Stage 1

The National Curriculum Programme of Study at Key Stage 1 focuses on developing children’s awareness of the past, using common words and phrases relating to the passing of time. They should 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. Children should use a wide vocabulary of everyday historical terms. They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. They should understand some of the ways in which we find out about the past and identify different ways in which it is represented.

In planning to ensure the progression described above through teaching about the people, events and changes outlined below, teachers are often introducing pupils to historical periods that they will study more fully at Key Stage 2.

Pupils should be taught about:

* Changes within living memory
* Events beyond living memory that are significant nationally or globally
* The lives of significant individuals in the past who have contributed to national and international achievements
* Significant historical events, people and places in their own locality

Key Stage 2

The National Curriculum Programme of Study at Key Stage 2 should continue to allow children to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and 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 should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources.

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

**Key Skills**

Historical key skills are taught throughout the EYFS, KS1 and KS2. Skills are introduced and then repeated in each topic so that children are experiencing and building on their knowledge. We follow a key skills map throughout the school.

 We encourage children to develop the following skills:

* Empathy
* Interpretation of secondary and primary sources
* Historical enquiry and questioning
* Communicating history dramatically, verbally and narratively
* Research
* Diversity (within a period)
* Significance of people and events
* Chronology
* Understanding and use of historical vocabulary

**Delivering the Curriculum**

History teaching at Fens Primary School aims to facilitate all children in engaging with the curriculum. Learning opportunities are adapted in order to accommodate the needs of the children and appropriate support is provided where necessary.

Teachers plan units of work with a view to using:

* Historical artefacts and primary sources.
* Secondary sources.
* Support from local historical organisations.
* Visits to local sites of historical significance.
* Visitors with specific knowledge or experiences to share.
* Questioning and interpretation.
* Activities that promote metacognition.
* Stories and storytelling.
* Hot – seating.
* Links to other areas of the curriculum.
* The use of the interactive learning suite.
* Books, televisual clips, internet research.

The importance of questioning in History

In order to begin to understand the past we must encourage children to be curious. They must want to ask questions and partake in the process of enquiry, examining sources about the past, querying and debating their meaning and implications.

*Examples of questioning*:

Closed and open questions

Closed questions test recall and understanding and help children to revise what they know. In this way children can support other learners by reminding them of previous learning.

Open questions in History encourage children to give their own views and stimulate discussion. They focus the children’s attention, interest and curiosity and serve as a platform for investigation. Open questions promote higher order thinking and so help children to develop their thinking skills.

Key questions

Key questions are useful in giving the children a focus on which to base their learning throughout the unit of work. They inspire investigation into a topic and can provide a framework on which to base future learning.

Asking questions

At Fens we provide opportunities for children to ask their own questions and History gives the pupils occasion to regularly practise this valuable skill. All children are encouraged to record, research and investigate a particular topic with their questions in mind. Where a question cannot be answered we then discuss why it was not possible.

Resources

The History resources are centrally stored, largely in historically themed boxes. All staff have access to the resources.

Resources include original artefacts, replica artefacts as well as published materials, photographs, costumes, video and audio tapes and computer software. If further material is required in order to teach a particular topic, we can liaise with the local museum services to borrow their resource boxes on short term loan.

**How we measure the impact of our History Curriculum**

Our History curriculum engages the children’s curiosity in learning about events and the lives of people who lived in the past. We believe that the study of historical persons, places, periods and change over time, not only helps children develop a sense of their own identity, but also allows them to explore their own and other people’s cultures with respect. In considering the actions of historical persons and people, the pupils of Fens Primary School are better equipped to develop their own moral code which impacts on their own life decisions.

Quality teaching stimulates the children’s interest and understanding of how past events have influenced our lives today and inspires them to find out more. Children are taught to investigate and raise perceptive questions about events, developing the essential skills of enquiry, analysis, interpretation and problem solving.

Assessment

Children’s progress should be assessed through observation and completion of differentiated tasks based on key skills. Assessment outcome sheets should accompany planning documents and be used as a basis for ‘next steps’ and further learning opportunities. End of unit assessment sheets are completed at the end of a topic.

Marking

The marking of work in History should be in line with the whole school marking policy and feedback should refer to the historical objective. Comments regarding to other areas of the curriculum should not be used to form an assessment on the child’s historical skills. Pupils are encouraged to improve their own learning performance through the school marking policy.

**Adapting our History Curriculum for ALL learners**

**We do this through:**

* Matching the challenge of the task to the ability of the child and grouping the children accordingly.
* Having mixed ability groups where learners can support each other.
* Questioning at different levels.
* Additional support for some learners.
* The use of appropriate vocabulary at varying levels of difficulty during lessons.
* Modified text passages as expected in other curriculum areas.
* Additional or different resources.
* Using different methods of recording work.
* Elements of lessons catering for all learners, audio, visual, kinaesthetic.
* Incorporating targets and strategies from SEND children’s IEPs into lesson planning.
* Planning some open ended activities with a variety of outcomes and possibilities.
* Allowing for children to extend their own learning through research, homework or extracurricular activities.
* Revisiting key skills at different times in order to address misconceptions.

For children working at greater depth we will:

* Provide teaching and learning experiences that encourage pupils to think creatively, explore and develop ideas, and try different approaches. Pupils should be encouraged to set their own questions, offer ideas, suggest solutions or explanations, and reflect on what they have heard, seen or done in order to clarify their thoughts.
* Encourage greater independence in working, e.g. a pupil to be able to carry out their own simple historical enquiry.
* Provide real-life research and presentation opportunities, for example carrying out interviews with local people and collating the results.

**Monitoring and Reviewing**

The policy will be reviewed annually by the History Leader in consultation with the Headteacher, the Governors and the Chair of Governors.

It will be updated, modified or amended as necessary.

**Signed:……………………………………………………….. Date:…………………**

**(History Lead)**

**Signed:……………………………………………………….. Date:…………………..**

**(Headteacher)**

**Signed:……………………………………………………….. Date:…………………..**

**(Chair of Governors)**