

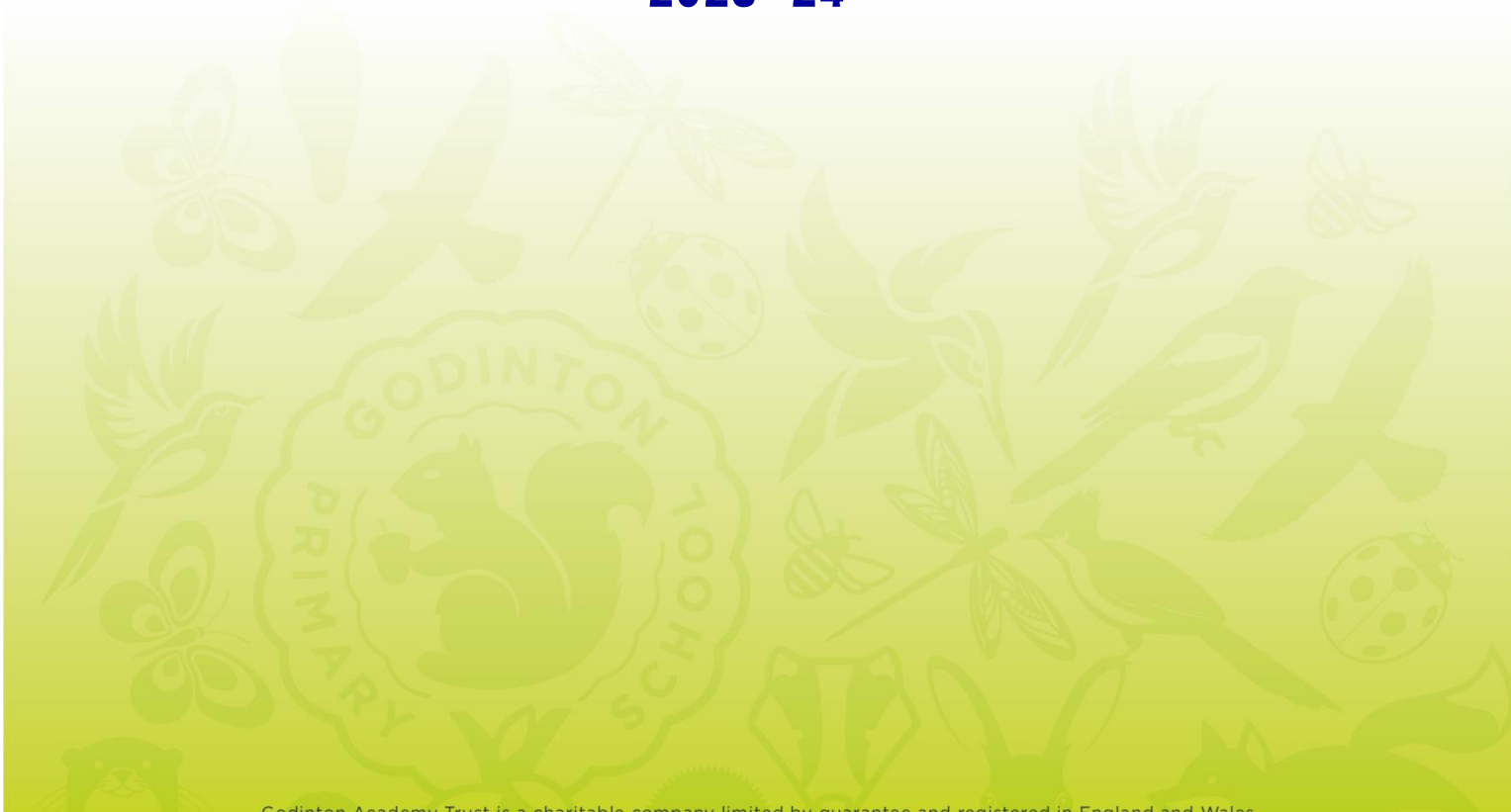


History Policy

May 2022

Approved by the Governing Body Strategy Group 25/05/22

**This Policy is due for renewal in Term 5
2023–24**



HISTORY POLICY

OF

GODINTON PRIMARY SCHOOL

SECTION ONE: INTENT

INTENT (as displayed on our school website)

Our historical adventure takes our children on a journey back in time to explore life in the past. At Godinton Primary School, our history curriculum is designed to ignite children's passion and curiosity about events and periods in time from exploring ancient civilisations to learning about modern historical events such as the civil rights movement in America or Women's suffrage. We are determined that alongside the acquisition of historical knowledge there should be a strong focus on the progressive development of historical skills to enable our children to ask perceptive questions, think critically and use evidence about the past, to be historical detectives and investigate as historians do, such as questioning the reliability of sources. We believe that through our carefully designed history curriculum, our children will gain coherent knowledge and understanding of Britain's past and that of the wider world. Through finding out about how and why the world, our country and local communities have developed over time, our children can understand how the past influences their present.

SECTION TWO: TEACHING AND LEARNING STYLE

2.1 History teaching is part of our school curriculum and focuses on enabling children to think as historians. We place an emphasis on examining historical artefacts and primary sources. In each key stage, we give children the opportunity to visit sites of historical significance. We encourage visitors to come into the school and talk about their experiences of events in the past. We recognise and value the importance of stories in history teaching and we regard this as an important way of stimulating interest in the past. We focus on helping children understand that historical events can be interpreted in different ways and that they should always ask searching questions, such as 'how do we know?', about information they are given.

2.2 We recognise the fact that in all classes there are children of widely-different abilities in history and we seek to provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this by:

- setting common tasks which are open-ended and can have a variety of responses;
- setting tasks of increasing difficulty. Not all children complete all tasks;
- grouping children by ability in the room and setting different tasks for each ability group;

- providing resources of different complexity depending on the ability of the child;
- using classroom assistants to support children individually or in groups.

SECTION THREE: CURRICULUM STRUCTURE AND PLANNING

3.1 Our Curriculum implementation is below. This information is also provided on our school website:

IMPLEMENTATION

Our curriculum focuses on a wide range of historical periods incorporating British, local and world history. This includes, life in Anglo-Saxon Britain, the Ancient Greeks, The Industrial Revolution and The Great Fire of London. Whilst learning about these periods of time, we also ensure that children learn about the work of famous historical figures and the impact they had on lives at that time and in shaping our lives now. Elements of Black history feature prominently within our curriculum in Upper Key Stage Two including exploring the Windrush post-war immigration and the impact of this. Some units of history are more thematic, such as comparing modern toys with those of the past or exploring developments in aviation. We support children with their understanding of chronology and when events are sequenced in time.

Across the school, each year group is allocated at least two areas of historical study. In Key Stage 1, each historical unit is taught as a series of lessons over 6–8 weeks. In Key Stage Two, the historical unit is taught over a longer period, usually 10–12 weeks with flexibility in how the sessions are timetabled.

Lessons are planned carefully to ensure that children gain a good historical knowledge of the historical period studied. Whilst it is not possible to teach all of World War Two for example, in 6–8 lessons, we want to ensure that our children develop an in depth understanding of a particular aspect e.g. evacuation from a child's perspective. Alongside developing pupils' historical knowledge, teacher's plan lessons to develop historical skills, building on prior learning.

As the children progress through their historical journey, it is important that they develop the progressive skills of a historian and not just learn a series of facts about the past. In History, pupils at Godinton Primary School, find evidence, weigh it up and reach their own conclusions. To do this successfully, as historians, they need to be able to research, interpret evidence, including primary and secondary sources, and have the necessary skills to argue for their point of view; skill that will help them in their adult life. History work is recorded in pupil Learning Adventure books.

We enhance the teaching of history through educational visits and visitors to the school. This may include a visit to a museum or place of national historical importance such as

Canterbury Cathedral. We take opportunities to make use of historical buildings within our local area such as Godinton House.

3.2 A long term history plan is in place to ensure coverage across both key stages and is available on the school website. The long-term plan maps the history topics studied in each term during each key stage. Some topics have a particular historical focus and in Key Stage 2 we place an increasing emphasis on independent historical study. Alongside this document, we also have a Progression of Historical Key Skills document which staff use during planning sessions.

3.3 Class teachers create flipchart planning to provide greater detail as to the learning objective for each lesson and the main content. They will also take into account: how to engage the children in the lesson, resources required, how children will be organised, how the children will if appropriate, differentiation (if appropriate), use of IT to support learning (if appropriate), and particular vocabulary (if appropriate), as well as how adults may be used to support learning. This planning is linked to other areas of the curriculum where possible, making it part of our creative curriculum.

SECTION FOUR: FOUNDATION STAGE

4.1 The EYFS framework is structured very differently to the National Curriculum and it is organised across seven areas of learning. Our EYFS history curriculum is designed around the most relevant statements taken from the Early Learning Goals in the EYFS statutory framework and the Development Matters document. In EYFS, History would fall within the Understanding of the World area of learning.

It is our aim that our children that when our children leave Reception they will be able to:

- Comment on images of familiar situations in the past.
- Compare and contrast characters from stories, including figures from the past.
- Talk about the lives of people around them and their roles in society. (ELG)
- Know some similarities and differences between things in the past and now, drawing on experiences and what has been read in class. (ELG)
- Understand the past through settings, characters, and events encountered in books read in class and storytelling. (ELG)

SECTION FIVE: THE CONTRIBUTION OF HISTORY TO OTHER SUBJECTS

5.1 Learning Adventure

At Godinton Primary School, we adopt a thematic approach but ensure that each lesson has clear subject objectives and that the children know which subject is being taught. Our History curriculum forms part of our Learning Adventure Curriculum. As far as possible, all

work is linked to the term's topic, including the genres of writing being. History work completed is recorded within Learning Adventure books. We do not have separate science, history, geography books. Recording all work completed within a topic helps parents, staff and children to see the learning journey that has taken place over the course of a term., We ensure that the children receive a broad and balanced curriculum across an academic year, mini school or Key Stage. For example: a year group may concentrate in one or two terms on a history topic such as 'Black Out Britain' but the following Terms there would be to greater emphasis on geography work such as 'Village life'. During an academic year, each child has the opportunity to experience the full range of National Curriculum subjects.

5.2 English

History contributes significantly to the teaching of English in our school by actively promoting the skills of reading, writing, speaking and listening. Historical texts (Fiction and Non-Fiction) are used within English lessons to teach a specific genre of writing. For example, in Yr 6, A trip to the historical city of Canterbury is used as part of a unit of work on Narrative perspective and is linked to their historical unit for a Local History Study. In Yr 4, stories set in World War II are used and then these familiar stories are used as a basis for diary writing, the creation of News Paper reports and a biography. Children develop oral skills through discussing historical questions or presenting their findings to the rest of the class. Through interpretation of sources, children also develop their inferencing and deduction skills using evidence.

5.3 Mathematics

History teaching contributes to the teaching of mathematics in a variety of ways. Children learn to use numbers when developing a sense of chronology through doing activities such as timelines. Children learn to interpret information presented in graphical or diagrammatic form.

5.4 Computing

Where appropriate, Children use computing in history to enhance their skills in data handling and in presenting written work as well as undertaking independent or paired research. Computing is also used for research purposes. The children also develop and understanding of the need to validate their research found as they appreciate that different websites can provide differing details. Children have the opportunity to use the digital camera to record and use photographic images.

5.5 Personal, Social and Health Education (PSHE) and citizenship

History contributes significantly to the teaching of personal, social, citizenship and health education. Children develop self-confidence by having opportunities to explain their views on a number of social questions such as how society should respond to poverty and homelessness. They discover how to be active citizens in a democratic society by learning

how laws are made and changed, and they learn how to recognize and challenge stereotypes and to appreciate that racism is a harmful aspect of society. They learn how society is made up of people from different cultures and start to develop tolerance and respect for others.

5.6 Spiritual, Moral, Social and Cultural Development / British Values

Through the teaching of History, we contribute to the children's spiritual development. This will be through history lessons, whole school assemblies, dedicated STAR week lessons and National Days such as Remembrance Day. We also provide children with the opportunity to discuss moral questions, or what is right and wrong, when studying topics such as WWII from a Child's Perspective. The history programme of study enables children to understand that Britain's rich cultural heritage can be further enriched by the multi-cultural British society of today.

SECTION SIX: TEACHING HISTORY TO PUPILS WITH ADDITIONAL EDUCATIONAL NEEDS

6.1 We teach history to all children, whatever their ability. History forms part of the school's curriculum policy to provide a broad and balanced education to all children. We provide learning opportunities matched to the needs of children whether they have special educational needs or are academically more able and take into account the individual targets set for them.

SECTION SEVEN: ASSESSMENT AND RECORDING

7.1 Teachers provide feedback to the children on a regular basis; this may be verbally, through written feedback in the children's book or group flip chart feedback (see marking and feedback policy). Effort and attainment in History is also included in the child's school reports.

7.2 Foundation subject assessments sheets are used to identify children who have met, exceeded or who are working towards the objectives and/or key skills for a specific unit of work. Photos of pupil work (expected or exceeded) are also included on this sheet. Assessment sheets can also be used by the subject leader in monitoring the coverage and standards of attainment in History.

7.3 At Godinton Primary, we issue three pupil reports per academic year. Effort in History is reported to parents three times per year with pupil attainment shared with parents in the Spring and Summer reports.

SECTION EIGHT – RESOURCES

The school provides useful resources for all history units across the school. We keep these resources in a central store where there is a box of equipment for each unit of work. The

library contains a good supply of topic books and ICT resources to support children's individual research.

SECTION NINE – CHILDREN IN CARE

As for all our pupils, Godinton Primary School is committed to helping every Child in Care (CIC) to achieve the highest standards they can. To this end staff will ensure that in delivering the curriculum they set suitable learning challenges of CIC, respond to the diverse learning needs of CIC, and help to overcome the potential barriers to learning and assessment for CIC. The History coordinator will support staff in doing this within this subject.

SECTION TEN – EQUALITY STATEMENT (Refer also to specific policies for equal opportunities and racial equality)

At Godinton Primary School, we are committed to ensuring equality of opportunity for all members of our school community irrespective of race, religion or belief, gender, gender reassignment, disability, sexual orientation, age, pregnancy or maternity, marriage and civil partnership or socio-economic background. We are determined to develop a culture of inclusion and diversity in which all those connected to the school feel proud of their identity and ability to participate fully in school life.

We tackle discrimination through the positive promotion of equality by challenging stereotypes and by creating an environment that champions respect for all. At Godinton Primary School, we believe that diversity is a strength that should be respected and celebrated by all those who learn, teach and visit us.

All school policies have an explicit aim of promoting equality and will be reviewed in terms of their contribution and effectiveness in achieving this aim.

SECTION ELEVEN – MONITORING AND REVIEW

11.1 The curriculum team leader, supported by the History co-ordinator, is responsible for monitoring the standard of the children's work and the quality of teaching in history.

11.2 They are also responsible for supporting colleagues in the teaching of History, for being informed about current developments in the subject, and for providing a strategic lead and direction for the subject in the school.

11.3 They evaluate the strengths and weaknesses in the subject through data analysis and indicate areas for further improvement, which may then be fed into the School Improvement Plan.

11.4 This policy is reviewed every two years.