**History Policy**

**2023-2025**

**Aims and Objectives:**

The aim of history teaching here at Huxley CE Primary School is to stimulate the children’s interest, curiosity and understanding about the past. Through the curriculum, pupils will gain a knowledge and understanding of Britain’s past and that of the wider world. We teach children a sense of chronology and through this develop a sense of identity and an awareness of the challenges of their time. Teaching should equip children to ask questions, think critically, weigh evidence and develop perspective and judgement. History teaching should help pupils to understand the complexity of pupil’s lives, the process of change, the diversity of societies and the relationship between different groups.

**Objectives**

* To foster in children an interest in the past and to develop an understanding that enables them to enjoy all that history has to offer;
* To enable children to know about significant events in British history, to appreciate how things have changed over time and understand how Britain has influenced the wider world.
* To develop a sense of chronology and understand how they fit into the framework of the past, present and future.
* To know and understand how the British system of democratic government has developed and, in doing so, to contribute to a child’s citizenship education.
* To understand how Britain is part of a wider European culture and to study some aspects of European history.
* To have some knowledge and understanding of historical development in the wider world, including ancient civilisations empires and past non-European societies.
* To help children understand society and their place within it, so that they develop a sense of their cultural heritage.
* To develop in children the skills of enquiry, investigation, analysis, evaluation and presentation.
* To ask historical questions and create their own structured accounts, including narratives and analysis.
* To gain and use historical vocabulary.
* To gain historical perspective by placing their growing knowledge into different contexts.
* To understand historical concepts such as continuity and change, cause and consequences and use them to make connections.

**Teaching and Learning Style**

History teaching 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 and encourage them 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. 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.

**History Curriculum Planning**

**EYFS**

Early Years History is taught in Reception as an integral part of the topic work through child-initiated and adult led activities. The children are given the opportunity to find out about past and present events in their own lives, and those of their families and other people they know. In the Foundation stage history makes a significant contribution to developing a child’s understanding of the world through activities such as looking at pictures of famous people in history or discovering the meaning of new and old in relation to their own lives.

**Key Stage 1**

Pupils will develop an awareness of the past, using common words and phrases relating to the passing of time. Children will have the opportunity to use a range of materials and resources to enhance their learning and development within history. 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. They will 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.

**Key Stage 2**

In KS2 pupils will 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. Children will have the opportunity to use a range of materials and resources to enhance their learning and development within history. They will note connections, contrasts and trends over time and develop the appropriate use of historical terms. They will regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They will construct informed responses that involve thoughtful selection and organisation of relevant historical information. They will learn how our knowledge of the past is constructed from a range of sources and that different versions of past events may exist, giving some reasons for this.

**Teaching Strategies**

History should be taught using:

* A variety of teaching strategies to excite and engage all types of learners, including the Visual, Auditory and Kinaesthetic learner.
* A balance of imparting knowledge and independent research involving the use of the library and the internet.
* Whole class lessons, individual, paired and group work.
* Role play, hot seating and other drama activities.
* Cross Curricular activities.
* Visitors to school.
* Visits out of school.
* A range of suitable resources and materials.
* Practical and hands on activities.

**History teaching should develop the following skills:**

* An understanding of chronology.
* Knowledge and understanding of events, people and changes in the past.
* How history is interpreted.
* Different methods of enquiry.
* How ideas are organised and interpreted.
* Questioning Skills.
* Life skills.
* Resilience and wellbeing.

**Cross-curricular Links:**

In line with current National Curriculum, staff are encouraged to develop cross- curricular links with history and other subjects to provide a meaningful curriculum for pupils. Our whole school theme termly focus often lends itself to contextual historical enquiry which then helps bring history alive and makes it relevant to children today. If children show a particular interest within a topic, staff will follow this to ensure the children are enthusiastic learners. Children have access to the Resource Base Area where there are a range of books available to support historical learning and development.

**Inclusion**

We provide equal opportunities by ensuring that:

Tasks and resources are differentiated to ensure all abilities have access to the curriculum.

SEND pupil’s needs and outcomes are catered for to support their learning.

Children’s interests are followed to promote progressive learning.

Children have the chance to build on their own learning and outlook on life.

**Assessment, Recording and Reporting**

* Lessons are evaluated by the class teacher, identifying individual progress and informing future planning.
* Trackers are used at the end of each term to ensure targets are being met and to identify any gaps in learning.
* Work should be marked regularly and kept as evidence of the work covered, following the school’s marking policy.
* Parents are made aware of their child’s progress through parents evening and the annual written report.
* The School website is used to show examples of work and photos of trips and visitors relevant to the topic being studied.
* The children and parents use ‘Showbie’ to show examples of work that the children have done at home and visits to places of historical significance.

**Marking**

Marking focus will be placed upon the evidence and statements pupils give within their work, to show their historical knowledge. Incorrect or inaccurate information and knowledge should be challenged, addressed and used to inform future planning, where necessary. Where there are errors in given vocabulary, these should be identified and improved, referring back to vocabulary lists on the quadrants completed prior to the topic.

ICT Opportunities for the use of ICT should be recorded in planning.

These include:

* Research using internet etc.
* Topic related software
* Data handling
* Word processing.
* Use of iPads for research and photos.

**Policy Review**

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|  | Signed Headteacher | Signed Chair of Governors |
| Date of review:  September 2023 |  |  |
| Date of next review:  September 2025 |  |  |