

Putnoe Primary School

History Policy

History aims and objectives for Putnoe Primary School

We provide a balanced history curriculum which matches the needs of our pupils. We aim for children to develop a sense of identity through learning about the development of Britain, Europe and the world. Children will be assisted to understand and interpret the past.

Aims: The aims of history in our school are to:

- Develop the skills which enable children to find out about the past.
- Develop a sense and understanding of time.
- Inspire children's curiosity about the past.
- To help children understand society and their place within it, so that they develop a sense of their cultural heritage.
- Develop children's knowledge and understanding of a variety of historical periods and different cultures and societies.
- Develop children's knowledge and understanding of historical ideas and concepts – causation, change and continuity over time.
- Develop children's ability to investigate and interpret the past in different ways through a variety of historical sources and techniques including enquiry based skills.
- Develop children's ability to communicate their ideas and findings, in different ways, and to organise their work through a wide range of outcomes.
- Understand how Britain is part of a wider European culture and to study some aspects of European and World history.

In implementing the teaching and learning of history we seek to underpin this with the rationale that supports a mastery curriculum. As a staff we believe that virtually all students can learn academic and creative content to a level of excellence. In doing so, teachers will seek to avoid unnecessary repetition across years by regularly assessing knowledge and skills. Those pupils who do not reach the required level are provided with additional teaching, peer support, small group discussions, or homework so that they can reach the expected level. Pupils who arrive at school with more advanced levels of knowledge or who acquire the knowledge covered within a unit more rapidly are required to apply the relevant knowledge in more challenging tasks which demand higher order thinking skills or work on similar tasks using a broader range of knowledge.

Historical Subject Content

Early Years Foundation Stage

The key intention of the Early Years Foundation Stage Curriculum is to develop in children a keen interest in and desire to learn about the world in which they live.

In Knowledge and Understanding of the World key concepts to be promoted are:

- To identify significant personal events
- To look closely at similarities, differences, patterns and change
- To find out about past and present events in their own life and in those of family members and other people they know
- To use information and communications technology to support their learning

The Early Years Foundation Stage is underpinned by the principle that young children learn best through self-initiated and supported play. It advocates a holistic approach to teaching and learning.

In the Early Years Foundation Stage children will be given opportunities to:

- Talk about their families and past and present events in their own lives
- Show sensitivity to the needs and feelings of others
- Show respect for people of other cultures and beliefs
- Listen and respond to stories, songs, nursery rhymes and poems
- Explore objects and look closely at similarities, differences and patterns and change
- Compare, sort, match, order and sequence everyday objects
- Talk about their observations and ask questions to gain information about why things happen and how things work

Key Stage 1

In Key Stage 1, children should be taught a high-quality history education whereby they can gain coherent knowledge and understanding of Britain's past and that of the wider world.

Children will:

- Learn about familiar and significant famous people, e.g. Florence Nightingale, Mary Seacole, Marie Curie and Elizabeth I.
- Learn about significant events (*including local ones*) from the recent and more distant past in Britain and elsewhere.
- Look for similarities and differences between life today and in the past, and use common words associated with the passing of time.
- Learn about changes within living memory and where appropriate, these should be used to reveal aspects of change in national life.
- Talk and write about what happened and why people acted as they did.
- Learn about events beyond living memory, e.g. 9/11, Plague, Gunpowder Plot, Titanic, Olympics, and Remembrance Day.
- Find out about the past using different sources of information and representations.

Key Stage 2

In Key Stage 2, children should continue to develop a chronologically secure knowledge and understanding of British, local and world history. They should be given opportunities to make connections, contrasts and trends over time and develop the appropriate use of historical terms.

Children will learn specifically:

- To complete an in depth local history study.
- To complete a study of an aspect or theme of British history that extends their chronological knowledge beyond 1066.
- About the achievements of the earliest civilizations, including where and when the first ones appeared.
- About Ancient Greece, i.e. a study of Greek life and achievements, and their influence on the western world.
- About changes in Britain from the Stone Age to the Iron Age.
- About 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.

Values and attitudes achieved through the study of history

The children will:

- Learn about the experiences of people in the past, and why they acted as they did.
- Develop a respect for and tolerance of other people and cultures.
- Learn how people in the past have changed in the society in which they lived.
- Develop respect for evidence and the ability to be critical of the evidence.
- Develop an understanding of right and wrong and the ability to handle moral dilemmas in a responsible way.

Evidence & Assessment

- Learning is class paced rather than unit paced.
- Whole class work is carried out initially – teaching the content of the module of work.
- A first formative assessment is carried out in the form of a KWLH grid.
- Re-testing occurs at the end of the unit through a task which collates the children's knowledge from the unit e.g. a diary entry from the time period.
- Any additional steps are taken.
- A summative test is used.

Learning outcomes in each unit show how children can demonstrate what they have learnt within each unit. The children's work serves as a record, and evidence, of their understanding of the taught objectives. Teacher's comments at the end of pieces of work serve as recognition of achievement, and include 'next steps' for children to work upon where appropriate. Children's work is moderated by the coordinator, and samples of work are available to indicate attainment and progression. Children's progress and attainment within History is monitored by coordinators who look at the percentage of children working below, at and above age related expectations.

Classroom organisation and resources

Children will be grouped so that the demands of the task meet the needs of the children. Children are encouraged to work independently and use resources appropriately and respectfully. Each history unit has relevant resources available; either stored in classrooms or the resource room cupboard.

Reports

Teachers report to parents through parent teacher/pupil consultation meetings which are carried out in the autumn and spring terms. This is followed up with a progress report sent to parents at the end of term. In the summer term progress and effort in History is detailed with all of the other curriculum subjects in an end of year written report for parents.

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. We encourage visitors to come into the school and talk about their experiences of events in the past and where appropriate take them to see sites of historical interest. We recognize and value the importance of stories in history teaching and we regard this as an important way of stimulating interest in the past. Story and narrative are central to history teaching and are a natural resource in which sequence, causation and change can be explored. For younger children, in particular, they can provide a vehicle for developing language, a chronological environmental understanding and a stimulus for a range of work. There is an important and central place in history for good stories so that children can be taught to listen carefully and critically.

History teaching should cause pupils to ask “How do we know?” and provide them with experiences of working with different source materials, documents, photographs, maps, artefacts, oral testimony, videos, secondary interpretations.

Although history will not always be taught and learned in a chronological sequence, all pupils will have access to some form of time chart so that passed events can be placed in a chronological sequence and their relative distance from the present identified.

We also aim to allow enquiry based learning, where the children become independent thinkers and can infer meaning from a variety of sources. 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. Pupils should be encouraged to be imaginative when working with evidence while at the same time respecting it. They should be able to offer hypothetical explanations of past events, supported by carefully reasoned proof, and to test them by comparing sources, discussion and argument.

We recognise the fact that children arrive with mixed ability starting points but ensure that the curriculum establishes access to mastery learning for all pupils. We achieve this by;

- setting tasks which are open-ended and can have a variety of responses;
- setting tasks of increasing difficulty.
- providing resources of different complexity depending on the ability of the child;
- using classroom assistants to support children individually or in groups.
- Verbal and written feedback are consistently high quality and frequent to enable children to improve

Planning a Mastery Curriculum

Our planning takes account of the core concepts of the subject area which pupils must master for success at the highest levels of achievement. Planning will identify what pupils need and what is essential that they embed and deepen. Planning will also take into account the need for a more challenging curriculum.

Long term planning is identified from the National Curriculum Documentation. This is undertaken

in the context of the school's overall curriculum plan. It reflects the needs of all children. All teaching staff agree which parts of the programme of study are drawn together to make coherent, manageable teaching units which match the age and levels of attainment of the children. Long term plans show how the teaching units are distributed across Key Stages 1 and 2 in a sequence which promotes both curriculum continuity and progress in children's learning.

Medium term and short term planning is created to meet the identified skills suited to each topic. Termly plans identify learning objectives and outcomes for each history unit and suggest activities and resources which will enable these to be achieved. The units of work are in line with the National Curriculum.

Throughout lessons effective questioning related to Blooms Taxonomy and higher order thinking will be used to create an environment of enquiry and independent thinkers. These questions will need to use historical content and vocabulary in order to extend that of the children. Questions to encourage high level enquiry thinking are included in the medium term planning provided by the History coordinator. This therefore means that all staff need an in depth knowledge of the time period they are teaching so they can extend the children's understanding.

More able and Talented

Children who are identified as more able in History or Literacy (which is closely linked) have a diversity of needs. Teachers can help to respond to these needs in a variety of ways –

- Identifying their preferred learning style and provide opportunities for them to build on this (for example researching information)
- Challenge them to work outside their preferred learning style
- Planning work that builds on their interests and cultural experiences
- Setting them appropriate and individual targets for learning
- Developing thinking skills, focusing on knowing how as well as knowing what to learn.
- Structuring history around an enquiry question, giving them a problem to solve.
- Giving responsibility for choosing and evaluating appropriate methods of communication

Metacognition and Well being.

To ensure that our children master the content of the curriculum it is vital that they know how to learn and have a very positive attitude to their learning. In all lessons children will use the four R's (Resilience, reciprocity, resourcefulness and reflectiveness) to help them be aware of how they are learning and develop their positive attitude towards learning. The enquiry based learning will also enable them to become reflective and questioning learners, always keen to build on their own knowledge and further their own understanding.

These four areas should also be taken into account when staff are planning, teaching and assessing lessons.

At Putnoe Primary School it is important that the wellbeing of our pupils are met. The foundations for long term wellbeing contributes to children's mental, emotional, economic and physical development. Making sure these foundations are in place will enable children to learn to respond positively to challenges, be enterprising and handle risk and to develop self-confidence and physical capabilities.

In History this can be achieved through the children acquiring a deeper understanding of people's choices, social backgrounds and the impact individuals have had on our lives today. They will learn

about significant people or groups of people which may inspire them to have a similar impact on the world.

Cross-Curricular Links

Literacy:

Reading and writing are essential for the processes of find out about and communicating an understanding of history, Discussion, drama and role play are important aspects of the programmes of study for speaking and listening and are important ways for children to develop their understanding that people have different viewpoints and perspectives on history.

The key goal of history lessons should be to develop children's historical understanding. However, history lessons can also provide valuable opportunities to reinforce what children have been doing during their literacy lessons and to apply it in a different context. The units of work provide an indication of where links between history and literacy can be made. History lessons provide invaluable opportunities to re-enforce spelling rules and aspects of punctuation and grammar.

ICT:

Our 'green screen' offers countless opportunities for our children to be present their findings/points of view situated in different times in history.

Presentation, data handling, information retrieved and Internet use are highlighted in the history planning, The digital camera is used to record visits, local walks and classroom follow up. ICT will provide access to a range of information sources which may not be available in other forms. ICT will support the development of the understanding of historical patterns and processes. It can assist in the analysis of historical data.

Arts:

Opportunities to incorporate the arts into history have also been highlighted on the curriculum planning. These ideas include a wide range of artistic opportunities to allow children to be creative with their recording and learning of history.

Where there are opportunities for links with objectives being taught in other subjects, this is indicated on medium term planning.

Risk Assessment

A thorough risk assessment is carried out before any educational visits are undertaken. Safeguarding checks are made with regards to personnel accompanying the children. Class history safety checks are carried out regarding physical areas and resources used.

In implementing the history policy all teaching and support staff need to make reference to the school's curriculum policy.

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