

West Ashton CE Primary School



History Policy

Dated: September 2023

Date of review: September 2024

‘You will shine among them like stars in the sky.’

Philippians 2:15

Introduction

History is an essential part of the National Curriculum. It provides a means of exploring, appreciating and understanding the world in which we live and how it has evolved.

History is about developing an awareness of the past, through teaching about people, events and changes. Children should develop a chronologically secure knowledge and understanding of local, British and world history. Historical study is a process of enquiry. Using the evidence available to us, we can draw conclusions about what life was like in the past and gain a better understanding of the world today.

National Curriculum

In history in Key Stage 1, children will be taught about:

- changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.
- 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. Some should be used to compare aspects of life in different periods.
- significant historical events, people and places in their own locality

In Key Stage 2, children will 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
- a local history study
- a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066, e.g. a significant turning point in British History such as the Battle of Britain
- The achievements of the earliest civilisations - an overview of where and when the first civilisations 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

Intent

At West Ashton we intend to develop young historians through historical enquiry to understand the history of their local area, the UK and the world.

History at our school is cohesive and children develop a cumulative understanding of our history within and across each Key Stage. Central to this is the children's understanding of the **chronology** of history and the overarching concepts. Links to the whole curriculum are key to embedding this understanding, building on progression, maintaining children's interest and acquiring deep knowledge.

Children will regularly order people or events from all the periods of time they have studied so far and, through historical enquiry, will engage with a key **question** to enable them to make links, investigate and develop curiosity skills.

They will develop **knowledge** of people, events, situations and developments through this question. They will develop their **understanding** of: evidence, interpretations, cause, change, similarity and differences and significance at an age appropriate level through this question. At the end of a unit, children will **communicate** their findings and present it effectively.

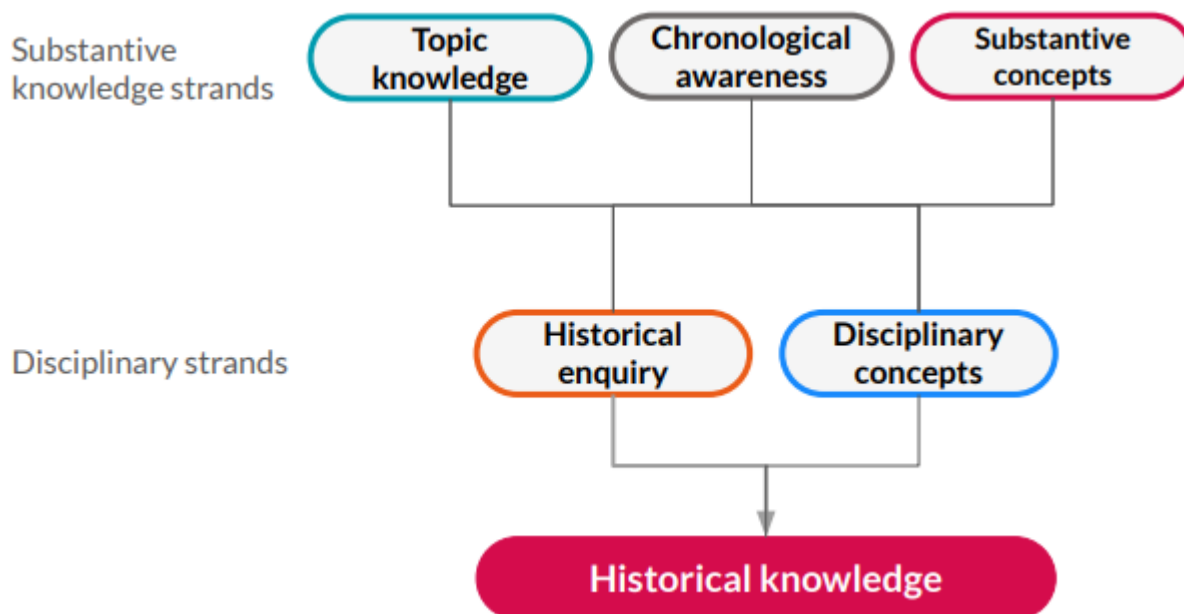
Through high quality teaching, we develop the following characteristics of historians:

- an understanding of historical periods and their characteristics
- a chronology of significant time periods and significant people within those time periods
- increase and develop historical skills, concepts, knowledge and attitudes
- fluency in communicating the present in the context of the past
- develop and use their skills in enquiry, analysis, evaluation, and argument
- develop their interest in the past, arousing their curiosity and ability to link the past to the present
- develop a sense of identity through learning about the past

In order to prepare children for their future learning in History, they will be introduced to key substantive concepts including power, invasion, settlement and migration, empire, civilisation, religion, trade, achievements of humankind, society and culture.

Implementation

Children are taught how to be a good historian by using and applying disciplinary knowledge through the Kapow History Scheme of Work. They think and behave like a historian through the use of rich narratives, handling original and/or reproduced artefacts, visits to historical places and first/second hand accounts. Our History curriculum emphasises the importance of historical knowledge being shaped by disciplinary approaches, as seen on the diagram below. These strands are interwoven through all our History topics to create engaging and enriching learning experiences which allow the children to investigate history as historians do.



Topics are organised around an enquiry-based question and children are encouraged to follow the enquiry cycle (Question, Investigate, Interpret, Evaluate and conclude, Communicate) when answering historical questions.

Children build up and extend their substantive knowledge of historical events by making connections between historical concepts, other subjects and periods in history. They will retain this knowledge because of the focus on recurring concepts and vocabulary to help them make connections between past learning and help them to make sense of future learning at West Ashton and into KS3.

In EYFS, children are expected to show knowledge of Past and Present, People, Culture and Communities. The children have opportunities to participate in adult-led and child initiated structured play activities to develop their historical understanding. They also have first-hand experiences including school trips and visitors to enhance their learning within this specific area. Staff also ensure that meaningful cross-curricular links are made with specific areas of learning e.g. literacy and maths.

Key Stage One & Two

In order to achieve the objectives of the History Curriculum, it is taught through a half-termly topic approach. Topics have been mapped to the National Curriculum Programmes of Study for History using the Kapow Scheme of Work.

Vocabulary is displayed in classrooms and continual reference to previous learning is made across the key stages. This works to ensure that children can recall facts, use related terminology and make links to their learning; both in history and across the curriculum.

To enhance the learning experience of our children our history curriculum acknowledges and incorporates different styles of learning and helps children to develop skills. The knowledge, skills and understanding gained through the curriculum is acquired through a variety of experiences. These include:

- the use of primary/secondary sources of information eg. artefacts, photos etc.
- drama and role play.
- story telling
- the use of technology

- creative activities such as painting/model making.
- visitors
- educational/residential trips.

Recording children's work

Children have history books in KS1/2 in which they record their learning. These will move up with children to support building on previously learnt skills and concepts as well as the development of chronological awareness.

Impact

The school has a supportive ethos and our approaches support the children in developing their collaborative and independent skills, as well as empathy and the need to recognise the achievement of others. Regular and ongoing assessments inform teaching and building on prior knowledge, giving the children opportunities to be enquiring learners who ask questions and can make suggestions about where to find the evidence to answer the question. They will be critical and analytical thinkers who are able to make informed and balanced judgements based on their knowledge of the past.

Special Educational Needs

The regular History lessons are inclusive to pupils with special educational needs. Lessons are designed to be varied, engaging and hands-on, allowing lessons to be accessed by all pupils as well as providing opportunities to stretch pupils' learning where required. Knowledge Organisers for each unit support pupils in building a foundation of factual knowledge by encouraging recall of key facts, concepts and vocabulary.

Equality

Positive attitudes towards the subject are encouraged, so that all pupils, regardless of race, gender, ability or special needs, including those for whom English is a second language, develop an enjoyment and confidence with history.

Role of the History Curriculum Leader

The Curriculum Leader's role is to lead in the development of History throughout the school in order to raise standards. They regularly monitor the planning, teaching and learning of History throughout the school. They also provide teachers with support in the teaching of History and where needed, provide staff with CPD opportunities in relation to History within the confines of the budget and the School Improvement Plan. Leaders also monitor and maintain high quality resources available and keep up to date with new developments in the area of History.