

Framwellgate Moor Primary School



History Policy

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1. Intent

Our sequential, coherent history curriculum has been designed to celebrate our rich local heritage and reflect the wonderful diversity found within our school. Through an enquiry-based approach to learning, children gain a secure historical knowledge and develop their ability to explain and analyse historical concepts whilst becoming confident questioners, articulate communicators and well-informed citizens who are at ease with differences.

Our curriculum has been developed in accordance with National Curriculum aims and Durham LEA recommendations.

EYFS

We recognise that young children are active learners and they learn through observing, exploring, investigating, experimenting and play. It is important that our pupils have opportunities to observe similarities, differences and patterns of change, recall and relive past experiences and remembers and talks about significant events in their own experiences to enable the development of early history skills and knowledge.

We follow the EYFS Framework in which there are seven areas of learning and development – the three prime areas of Communication and Language, Physical Development, Personal, Social and Emotional Development and four specific areas of Literacy, Mathematics, Understanding the World and Expressive Arts and Design. The most relevant statements for early history are taken from the areas of Understanding the World. Development Matters provides guidance in order to meet the requirements of the statutory framework.

KS1 & 2 Purpose of Study

A high-quality history education will help pupils gain a coherent knowledge and understanding of Britain's past and that of the wider world. It should inspire pupils' curiosity to know more about the past. Teaching should equip pupils to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. History helps pupils to understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time.

Curriculum Aims

The national curriculum for history aims to ensure that all pupils:

- know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world
- know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind
- gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'
- understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts,

analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses

- understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed
- gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.

Attainment targets

By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.

Subject content

Key stage 1

Pupils should develop an 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. They 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 stages 2 and 3.

Pupils should 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 [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries]
- 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 [for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell]
- significant historical events, people and places in their own locality.

Key stage 2

Pupils should 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. 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. They 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.

In planning to ensure the progression described above through teaching the British, local and world history outlined below, teachers should combine overview and depth studies to help pupils understand both the long arc of development and the complexity of specific aspects of the content.

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.

2. Implementation

Our Key Teaching Principles

- Lessons inspire curiosity and fascination about the world.
- Key enquiry questions/sub-enquiry questions are at the forefront of planning and delivery of lessons.
- Substantive themes or 'golden threads' run through the curriculum from EYFS to Y6 to enable children to make connections.
- Teachers refer back to what children have learnt in the past to ensure knowledge becomes embedded in long term memory.
- Teachers take full ownership of planning under the guidance of History Coordinators and expose children to a variety of resources.
- Lessons are adapted to meet the needs of all children including SEND.
- Marking and feedback relates to historical knowledge and understanding.

- Displays/working walls aim to support, develop, embed and celebrate historical skills, knowledge and vocabulary.
- Teachers use assessment to check pupils understanding in order to inform identify misconceptions and inform future teaching and learning.

Coordinator Responsibilities

- Assisting Senior Management with coordinating, developing and implementing the school's policy on history.
- Keeping abreast of developments and trends relating to history by attending network meetings.
- Liaising with Durham LEA/subject consultants on matters relating to history.
- Providing feedback to all staff relating to current subject guidance/recommendations.
- Completing school action plans and evaluations.
- Continually updating key policies, progression and key knowledge documents relating to history.
- Supporting staff to ensure effective teaching practices including access to CPD.
- Monitoring teaching and learning across the school.
- Annual review of resources.

Staff Development

To implement this vision effectively, it is expected that all staff have an excellent subject knowledge. Staff requiring development in history access relevant CPD/supported by coordinators.

The History Co-ordinators keep up to date with the latest curriculum developments by attending conferences, network and school cluster meetings. Information is then fed back to the rest of the school during staff meetings.

3. Impact

Assessment for learning plays a critical role in identifying knowledge taught. Knowing more, remembering more and being able to do more are indicators of progress. Learning should ensure all children are prepared for their next stage of learning. Through assessment for learning, staff target misconceptions and gaps in learning by carefully adapting planning to ensure children are meeting key knowledge expectations. The History Progression of Skills and Key Expected Knowledge documents support teachers with their judgements. Judgements are communicated at the end of each unit within planning documents.

Evidence is gained from formative assessment, discussion with pupils and evidence in books.

Reporting

Information about children's progress is communicated to parents at parents' evenings during which they are given the opportunity to look through books with their child. Parent also receive detailed information regarding attainment and achievement via annual individual reports.