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1. AIMS OF POLICY

The aim of History teaching at Hawthorn Tree Primary is to stimulate the children's interest and understanding about the life of people and events in the past. We help pupils gain a sense of chronology, and through this they develop a sense of identity and cultural understanding based on their historical heritage. Thus, they learn to value their own and other people's cultures in a modern, multicultural Britain. By considering how people lived in the past they are better able to make their own life choices today. In our school History makes a significant contribution to PHSE curriculum by teaching how Britain developed as a democratic society. We teach children to understand how events in the past may have influenced our lives today; we also teach them to investigate these past events and by doing so, to develop the skills of enquiry, analysis, interpretation and problem solving.

2. Aims for the teaching of History:

- To foster in children an interest in the past and to develop an understanding that enables them to enjoy all History has to offer.
- To enable children to know about significant events in British History and to appreciate how things have changed over time.
- To develop a sense of chronology.
- To begin to know and understand how the British system of democratic government has developed and, in doing so, contribute to a child's awareness of their rights and responsibilities.
- 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.
- To help children understand society and their place within it, so that they develop a sense of their own cultural heritage.
- To develop in children the skills of enquiry, investigation and analysis, evaluation and presentation.

3. Attitudes and skills:

We also seek to encourage children to develop the following skills:

- Empathy
- Interpretation of secondary and primary sources
- Historical enquiry
- Communicating history dramatically, verbally and narratively
- Research

4. Foundation stage:

We teach History in EYFS as an integral part of topic/Knowledge and understanding of the world. Children are supported in developing the knowledge, skills and understanding that helps them make sense of the world. The pupils are encouraged to talk about their families and past and present events in their lives. They are beginning to gain knowledge and understanding of the world through:

- Photographs
- Listening to stories and memories of older people.
- Role play activities
- Discussions of events in the past and their present lives
- Sequencing events to gain a sense of time.

5. Key Stage 1

The National Curriculum programme of study in KS1 focuses on developing children's 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. Children 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 and events. They should understand some of the ways in which we find out about the past and identify ways in which it is represented.

	Autumn term	Spring term	Summer term
Year 1	Local study – Boston stump	Changes within living memory - Homes in the past	Changes within living memory – Seaside holidays in the past
Year 2	Local History – Maud Foster windmill or Sibsey trader mill	Significant individuals in the past – Florence Nightingale	Significant Historical events – The Great Fire of London

6. Key Stage 2

The National Curriculum programme of study at KS2 allows the children to 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. The children 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 and organisation of

relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources.

	Autumn term	Spring term	Summer term
Year 3	Changes in GB – Stone age to Iron age	Achievements of the earliest civilisations – Ancient Egypt	Local History – Turning points in GB history - railways
Year 4	Local History – The Pilgrim Fathers	Changes in GB – Romans and their impact on GB	Non-European civilisation – Mayans
Year 5	Local history – A study of leisure and entertainment in GB in the 20 th century.	Changes in GB – Britain's settlement by Anglo-Saxons and Scots	Achievements of the earliest civilisations – Ancient Greece
Year 6	Local History – linked to WWII texts studied in English	Achievements of the earliest civilisations – The Shang Dynasty	Changes in GB – Viking and Anglo-Saxon struggle for the Kingdom

7.

Planning:

Teachers follow the long-term framework set out in the table and write their own medium-term plans on the school format. These are then stored electronically and viewed by the History subject leader, who feeds back on strengths and areas for improvement. A copy of the long-term framework is available to parents/carers on the school website.

8. Cross curricular links with History:

History contributes significantly to a wide range of subjects within our school:

Literacy – where children are encouraged to develop skills of speaking, listening, reading and writing. Some of the texts used will have a historical theme/focus. Children develop oracy through discussing historical questions or presenting their findings to the rest of the class. Children's speaking and listening skills are enhanced through the use of drama and role play within history lessons. They develop their writing ability by composing reports, diary entries and letters. Pupil's writing is well supported by word banks and writing frames.

Maths – The children use numbers and dates when developing a sense of chronology through creating time-lines and when sequencing events in their own lives. Children learn to interpret information presented in graphical or diagrammatic form. Venn diagrams are also used to compare aspects of History.

PHSE – History contributes significantly to the teaching of PHSE curriculum. Children develop self-confidence by having opportunities to explain their views on a number of social questions, such as how they can respond to homelessness or poverty. They discover how to be active citizens in a democratic society and are able to challenge stereotypes, and appreciate that racism is a harmful aspect of society. They learn how our society is made up of different cultures and they start to develop a respect and deeper understanding of others.

Computing – IT enhances our teaching of History, wherever appropriate in both Key stages. The children use IT in a variety of ways, such as word processing, research on the internet and presenting information through PowerPoints. They can make creative use of the digital/video cameras to present work using a different medium.

Outside visits – Visits to sites of Historical interest are actively encouraged, where appropriate, as these provide an invaluable insight into how people lived in the past and can bring ‘history to life’ for children.

Risk assessments must be carried out by staff before any visit can be made – in line with school policy.

Homework – There is no *specific* requirement for homework to be given on a regular basis for History. However, over the course of their primary school career, children will be asked to read about specific subjects, complete fact files about significant people in History, complete timelines, research periods of history or people and make models. Children receive a homework menu where they can select from a number of given tasks, one of which has a historical element.

9. SEN and Equal opportunities:

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 the children, including considering SEN/PLP’s, so all children can access this curriculum. We take steps to ensure our growing EAL population of children is able to access the curriculum by providing word banks and pre-lesson introduction of key vocabulary to aid their understanding and participation.

The Equality Act, 2010, states that the responsible body of a school must not discriminate against, harass or victimise a pupil or young person because of one of the protected characteristics;

- disability;
- gender reassignment;
- pregnancy and maternity;
- race;
- religion or belief;
- sex;
- sexual orientation.

As such, we teach History to all pupils within school.

10. Assessment and monitoring:

We assess children’s work in History by making informal judgements as we observe them during History lessons. On completion of written work, the teacher marks it according to the school’s marking policy and makes comments as necessary. The children are given time to respond to any improvement prompts they may have and celebrate what they have done well at the start of the next lesson.

Feedback to children should be related to the Learning objective for the lesson/series of lessons and children given appropriate success criteria in order to achieve these.

The History subject leader is responsible for monitoring the standards of work and the quality of teaching in the subject. Over each academic year the SL will carry out a book and planning scrutiny with feedback to staff.

At the end of the academic year teachers are asked to complete a Foundation subject's assessment sheet – grading the children: WTS, EXS and GDS. This is for Subject leaders so they are able to calculate the percentage of pupils achieving each standard and to track the progress of cohorts over the years at school.

11. Resources:

There are sufficient resources for all the History units being taught across the key Stages. We have a yearly budget that is spent according to the needs of the curriculum. We have purchased Scholastic planning books for each year group as and additional resource/bank of ideas for lessons. A proportion of the budget is allocated to pay for outside visitors to come into school to enhance the History curriculum. This year an expert on the Holocaust came in to talk to Y6 with very positive feedback from Y6 staff and pupils.

All resources are housed centrally and accessed easily by staff.