



History Policy

DATE: October 2022

REVIEW: October 2025

Learning to live life in all its fullness



Roundhay St John's CE Primary School

History Policy

Intent

At Roundhay St Johns Primary School it is our aim to instil a love of History in all of our children. We provide an interesting and varied curriculum that continuously builds on pupil's previous learning as they move through school. Our curriculum aims to be as diverse as the children in our school and one inspires and enthuses all of them. We encourage our pupils to think critically, weigh evidence, sift arguments, develop perspective and make evidence based judgements. Before leaving us, children will gain a secure chronological knowledge and understanding of British and world history making connections and recognising contrasts over time. They will learn to devise questions relating to changes, similarities, differences as well as cause and effect and learn to be able to select from a variety of sources to help support their hypothesis.

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.

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.

Teaching and Learning Strategies

At Roundhay St John's, children are ***Learning to live life in all its fullness*** and subjects are taught in the context of our whole school Curriculum Intent.

Teaching is underpinned by the strong subject knowledge of staff which is supported by our links with The Discovery Centre as well as our membership of the Historical Association. There are regular meetings to keep staff aware of any new teaching trends and the subject leader supports planning and delivery of the subject. Teachers' planning is also supported through the use of our subscription to Key Stage History.

Teachers employ a balance of whole class and group / individual activities which incorporate a variety of learning activities and that appeal to children with different learning styles. When planning, staff ensure visual, auditory and kinaesthetic elements are included in lessons which include enquiry-based research activities; the asking and answering of historical questions; interpretation of historical sources and data including statistics, graphs, pictures and photographs; use of ICT; discussions and presentations to the class and problem-solving activities. Wherever possible we try to link learning to children's own experiences as well as their locality and encourage children to make connections between previous and current learning to enable them to construct a coherent chronological understanding of the history of our country and the wider world.

Wherever possible, teachers seek opportunities for enrichment through indoor and outdoor learning, through visits and visitors to school providing memorable learning moments for children. Teachers will also plan opportunities for children to practice their skills in the context of other subjects to demonstrate the extent to which they are securing their learning and mastering taught skills.

Teachers understand that all children have differing abilities and meet children where they are by providing learning opportunities which match the challenge of the task to the ability of the child.

Subject Content

Early Years Foundation Stage

In Nursery, the children will talk about the lives of people around them and their roles in society and know some similarities between things in the past and now drawing on their experiences and what has been read in class. They will also begin to understand the past through settings, characters and events encountered in books read in class and storytelling and begin to compare and contrast using different versions of stories. They will begin to make sense of their own life story and family's history and know about similarities and differences between themselves and others, and among families, communities and traditions. Through play and exploration, children begin to gain exposure to older versions of familiar objects and through teacher modelling, they will learn new vocabulary and how to ask and answer questions

In Reception, the children will continue to use everyday language related to time as well as sequencing & ordering their own personal history. Begin to make comparisons between significant individuals and similarities and difference between things in the past and now through personal experience and by comparing and contrasting characters from stories and making links between cause and consequence. They will question why things happen and give explanations and make comments about what they have heard and ask questions to clarify their understanding.

Key Stage 1

In Key Stage 1, Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time as well as a wide vocabulary of everyday historical terms. 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 stories, objects, artefacts and other historical sources to increase their understanding and begin to generate historically valid questions.

The children will recognise similarities and differences between ways of life in different periods and how significant people and events influenced life today. They will ask and answer questions and use stories, objects, artefacts to increase understanding as well as understanding how sources increase our understanding of the past. They will begin to understand the impact of empire as well as the changing role of women in society. The children will study the role of the monarchy in different historical periods and investigate the differing experiences of the richest and poorest in a given society. Historical study across key stage 1 will strive to make links to our local area.

Key Stage 2

In 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, teachers should combine overview and in depth studies to help pupils understand both the long arc of development and the complexity of specific aspects of the content.

The children will continue to explore the changing roles of women in society as well as the role of the monarchy continually making links back to previous learning. They will study the continuing impact of invasion and resulting empires and gain an understanding of Christianity from an historical standpoint. Historical study throughout the key stage will continue to strive to make local links to enhance the children's knowledge and understanding of the historical period being taught.

Planning and organisation of content

The National Curriculum is used as the starting point in the development of long and medium term plans. The teaching of history has been organised following whole school and external consultation which enables us to ensure appropriate coverage of the National Curriculum across the school plus allows the children to develop a deep understanding of chronology; key concepts such as monarchy, democracy and invasion across a variety of historical periods as well as second order concepts such as cause, consequence and significance which underpin the teaching and learning of history.

Inclusion

The same high expectation that children will reach their full potential applies to all children in keeping with the school's values and ethos. We have due regard for our duties under equality legislation that covers all the protected characteristics. All children will be given equal access to the teaching and learning of History. Lessons are planned to include more stretching work for pupils whose ability is significantly above the expected standard as well as those who come from lower starting points and need more structured support. We remain vigilant about removing barriers to success; particularly for children who come from disadvantaged backgrounds or have special educational needs or disabilities. Additional resources are provided to support individual children when required.

Resources

The subject leader is responsible for ensuring resources are adequate and appropriate for the successful teaching of history. As a result of our relationship with The Discovery Centre, teachers have access to a variety of artefacts linked to the historical period being taught as well as support from 'experts' who can help to bring these artefacts to life. Additionally, there are topic boxes containing books linked to each historical period studied as well as books and other resources in the school library. Teachers also have access to both the Historical Association and Key Stage History websites which contain a wealth of historical information.

Health and Safety

The school has extensive arrangements in place to ensure the health and safety of everybody and all staff must have due regards to the school's health and safety policy. All educational visits are undertaken in accordance with the school's Educational Visits Policy and the Educational Visits Coordinator is Mrs C. Sutherland, School Business Manager.

This school is committed to safeguarding and promoting the wellbeing of children and young people and expects all staff and volunteers to share this commitment.

Assessment and Recording

Teachers use detailed progression grids to assess what children have learnt and remembered so that they can identify any gaps and adapt their teaching as appropriate. At the end of the year, teachers use this information to make a best fit judgement about whether each child is on track in meeting the demands of the history curriculum. Work is mostly recorded in History books and teachers gather photographic evidence of discussion and group work to supplement any written work.

Role of the Subject Leader

Each subject leader has a job description with clear responsibilities for their role:

Intent

- Having oversight of curriculum coverage and ensuring that the curriculum meets national requirements
- Ensuring that colleagues are aware of expectations of curriculum, planning and assessment
- Action planning for future development
- Ensuring that appropriate resources are in place to deliver a rich and challenging curriculum.

Implementation

- Ensuring that teaching within the subject is strong and promotes the acquisition of key knowledge, building on prior learning
- Leading professional development, providing guidance and support to colleagues
- Oversee assessment
- Making best use of financial and human resources to impact on standards and have a clear evidence based rationale for use of any allocated funding
- Promoting the subject and championing the subject with colleagues and pupils.

Impact

- Monitoring the effectiveness of teaching and the impact on learning and standards
- Evaluating and summarising all aspects of the subject to define next steps for improvement.

Reporting

- Maintain a clear overview of your subject for interested parties on the school website ensuring any statutory requirements are met (where appropriate)
- Produce an annual Subject Leader Report which as a full and current evaluation of your subject and incorporate areas for development in the following action plan

- Monitor and update your current action plan to reflect the current position of the subject
- Organise all aspects of evidence in a coherent and accessible subject leaders file

Monitoring, Evaluation and Accountability

Monitoring and evaluation of this subject is the responsibility of the Subject Leader. A range of strategies are used including: pupil interviews, staff interviews, children's work and planning scrutiny as well as data analysis to explore standards of attainment and progress.

An Annual Subject Leader Report is produced and shared with governors. This report will clearly reflect the strengths of the subject and the current key areas for further development which will form the basis of the subject action plan.

In all aspects of monitoring, the subject leader will ensure that the policy is being followed consistently across the school.

Author: R. Cohen

Date: October 2022