

THAKEHAM PRIMARY SCHOOL

'Small School, Big Opportunities, Great Achievements'



History Policy

Thakeham Primary School

Date approved by the Standards, Teaching & Learning Committee:
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Signed

Headteacher: *S. Norton*

Chair of Governors: *Kate Nolan*

Introduction

At Thakeham Primary School we are committed to providing all children with learning opportunities to engage in history. We use a creative, topic based curriculum and because of this the relevance of history is not limited to its own discipline but is enlivened by its links with, for example, geography, art, literacy, music and RE.

History is about real people who lived, and real events which happened in the past. History is concerned with sequence, time and chronology and is the study of evidence about the past; it gives us a sense of identity, set within our social, political, cultural and economic relationships. History fires the children's curiosity about the past in Britain and the wider world and plays an essential part in preparing us for living and working in the contemporary world, linking beautifully with our Curriculum Drivers 'Inspired Learners' and 'Learning for Life'.

Pupils consider how the past influences the present, what past societies were like, how these societies organised their politics, and what beliefs and cultures influenced people's actions. As they do this, children develop a chronological framework for their knowledge of significant events and people. What they learn can influence their decisions about personal choices, attitudes and values. In history, children find evidence, weigh it up and reach their own conclusions. To do this they need to be able to research, select fact from evidence and understand the difference between fact and opinion, developing their own understanding about the reasons for past events and why people behaved in the way they did.

Aims

Through our history curriculum we aim to:

- encourage a sense of curiosity and understanding of events, places and people in a variety of times and environments.
- develop an interest in the past and an appreciation of human achievements and aspirations.
- develop children's understanding of the values of our society.
- enable focused learning about the major issues and events in the history of our own country and of the world and how these events may have influenced one another.
- develop a knowledge of chronology within which the children can organise their understanding of the past.
- support children to understand how the past was different from the present and that people of other times and places may have had different values and attitudes from ours
- enhance and develop children's enquiry skills and develop the range of skills required to interpret primary and secondary source materials
- help children distinguish between historical facts and the interpretation of those facts
- develop children's understanding that events have a multiplicity of causes and that historical explanation is provisional, debatable and sometimes controversial

Curriculum Expectations

The children undertake a broad and balanced programme that takes account of abilities, aptitudes and physical, emotional and intellectual development. Through history the children learn a range of skills, concepts, attitudes and methods of working.

Early Years Foundation Stage

History is taught in EYFS as an integral part of the topic work through child-initiated and adult led activities. The children are given the opportunity to find out about similarities and differences in past and present events in their own lives, and those of their families and other people they know. They will also talk about the lives of people around them and their roles in society. In the Foundation stage history makes a significant contribution to developing a child's understanding of the world through settings, characters and events in books, children will discover the meaning of new and old in relation to their own lives.

Key Stage 1

During Key Stage 1, pupils learn about people's lives and lifestyles. They find out about significant men, women, children and events from the recent and more distant past in Britain and the wider world. They listen, and respond to stories and use sources of information to help them ask and answer questions. They learn how the past is different from the present.

Key Stage 2

During Key Stage 2 pupils learn about significant people, events and places from both recent and more distant past. They learn about change and continuity in their own area, in Britain and in other parts of the world. They look at history in a variety of ways, for example from political, economic, technological and scientific, social, religious, cultural or aesthetic perspectives. They use different sources of information to help them investigate the past both in depth and in overview, using dates and historical vocabulary to describe events, people and developments. They also learn that the past can be represented and interpreted in different ways.

Teaching and Learning

At Thakeham Primary School we use a variety of teaching and learning styles in history lessons. Our principal aim is to develop the children's knowledge, skills and understanding in history. Children may be taught in whole-class or groups depending on their age and the learning activity. We believe children learn best when they:

- can ask questions and follow a line of enquiry
- have access to, and are able to handle artefacts
- go on visits to museums and places of interest
- have access to secondary sources such as books, photographs and artwork.
- have visitors talk about personal experiences of the past
- listen to and interact with stories from the past
- undertake fieldwork by interviewing family and older friends about changes in their own and other people's lives
- use drama and dance to act out historical events
- are shown, or use independently, resources from the internet and video clips
- are able to use non-fiction books for research
- are provided with opportunities to work independently or collaboratively, to ask as well as answer historical questions.

Planning

At Thakeham Primary School history is taught through a topic approach. Our curriculum is carefully planned over a two year cycle to engage and excite all our learners. Our long-term and medium-term plans map out the skills and themes covered each term for each key stage. These plans define what we will teach and ensure an appropriate balance and distribution of work across each term.

Assessment and Recording

At Thakeham Primary School assessment is an integral part of the teaching process. Assessment is used to inform planning and to facilitate differentiation. The assessment of children's work is on-going to ensure that understanding is being achieved and that progress is being made. Teachers will assess children's understanding through a combination of formal and informal strategies, by making informed judgements during lessons through discussions including the use of talk partners, question and answer techniques and observation. Children are encouraged to take part in a range of self/peer-assessment and evaluation activities, reviewing their learning against objectives and their Toolkits. Teacher feedback/marking helps to inform future learning to support pupil progress. A formal end of unit foundation assessment is completed by the children and teachers reflecting on progress made within the units lines of enquiry.

Children's standards and achievements in History in the Foundation Stage are assessed in line with the School's Foundation Stage Policy. Assessment in Foundation Stage includes both on-going assessment of children's work as noted above but at an age appropriate level. The Foundation Stage Profile is used to assess children throughout and at the end of the academic year.

Resources

Visits are planned to enhance learning and give hands on activity. People with an interest, or expertise, in a particular topic or area of history could be invited into school to work with the children. These might be parents, grandparents, other family members, neighbours or representatives of the local community. We loan artefacts from local museums and have a wide range of books, artwork and other resources available.

The Role of the Curriculum Leader

Key aspects of the History Leader's role include:

- monitoring of standards in History and the use of this to inform the History SSDP
- provision of quality leadership and management of their subject to secure high quality teaching and learning
- playing a key role in motivating, supporting and modelling good practice for all staff
- taking a lead in policy development and review
- being proactive in seeking and attending professional development opportunities
- reporting to the Headteacher and Governing Body on History related issues.
- planning and organising the allocation and purchase of resources in accordance with available budget.

Monitoring

Monitoring and evaluation is carried out on a number of levels e.g. Class teacher, Curriculum Leader, Headteacher, Governors, Advisors and Ofsted/HMI all with the central aim of enhancing teaching and learning.

Monitoring may be through a range of methods including,

- assessment of pupils' work
- scrutiny of planning
- lesson observation
- Pupil Conferencing
- Staff discussion and feedback

Equality

We are committed to providing equal opportunities for everyone. We value the diversity of individuals within the school and beyond. Learning to live and work together, and respect each other is expected throughout the school in line with our Equalities policy and Staff Code of Conduct.

Inclusion

We recognise the fact that we have children of differing ability in all our classes, and so we provide suitable learning opportunities for all children by adapting the learning to meet the range of needs. We achieve this through a range of strategies which are differentiated by task, expected outcome and/or support from peers or adults.