



History Policy

St Anne's Fulshaw CE Primary School **History Policy**

Intent

Our history curriculum is designed to ensure that all pupils:

- develop a coherent knowledge and understanding of Britain's past and that of the wider world
- are inspired and curious about the past
- develop a secure understanding of chronology
- ask perceptive questions, think critically, evaluate evidence, sift arguments, and develop perspective and judgement
- are supported 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

Implementation

At St Anne's Fulshaw, to ensure high standards of teaching and learning in history, we implement a coherent curriculum that is ambitious in scope and progressive throughout the school. In EYFS, this links to the 'past and present' focus within Understanding the World. Children have a topic about 'My family' which enables discussion around then and now, and visits from parents and grandparents support their learning about earlier times. When possible, visits in the local area and visitors from the emergency services give them opportunities to learn about the lives of people around them. Stories and non-fiction text choices support the development of their understanding of the recent past.

In Years 1-6, we operate a 3-year cycle in Years 1, 2 & 3 and in Years 4, 5 & 6 to ensure coverage of all areas of the national curriculum. History units are alternated half termly with geography, to allow children to study each area in depth.

At the start of each topic, teachers take time to find out what our children already understand and what they want to find out. We include the use of artefacts, visits out of school and visitors to school, wherever appropriate; listening to stories, interviewing friends and family, using drama and film, working collaboratively and on individual projects to support teaching and learning.

There is flexibility for teachers to adapt the focus of learning, to take account of existing knowledge and particular interests of different cohorts. For example, Ancient Greece is a rich and diverse topic, which requires teachers to be precise about which aspects they will focus on, to ensure deep learning, as well as development of historical enquiry skills.

Furthermore, with a relatively mobile school population, with increasing diversity, this flexibility affords teachers the opportunity to develop understanding and empathy, as well as wider historical learning as appropriate.

Progression in developing historical knowledge is mapped out in the 3 year rolling programme. Care is taken to ensure equality of provision for pupils in Year 2 and Year 5, who

are accommodated across two classes. Progression in developing historical skills is mapped out in the Appendix and is taken from the guidance produced by the Historical Society.

Insight tracking is used to record coverage and understanding of the historical knowledge gained across the school.

Impact

The curriculum has been carefully designed to facilitate excellent progress through the early years and the two key stages, relative to each individual child's starting point.

The impact of the learning in history is measured in a range of ways. Children will be able to tell stories from different periods of history, recount the lives of significant individuals, understand the chronology of the periods taught and the connections between them, and have a good sense of the impact of change and continuity over time.

Children will raise their own enquiry questions, and demonstrate their learning in a variety of ways, and take responsibility, gradually, for choosing how they present their findings. They will understand methods of historical enquiry, the importance of sources and how to challenge and verify historical evidence. Children will leave the school having developed a deeper understanding of the wider context of British history, as well as developing interest and curiosity about world history, ready to embark on their next stage of historical learning with knowledge, skills and curiosity.

Equal Opportunities

All children will be given equal access to reach their potential regardless of race, gender, cultural ability, background, ability or any sensory or physical disability. Class management and activities takes account of such issues and appropriate resources which are non-biased are used.

SEND

Early identification of children with SEND is vital to ensure that they maximise their potential within the curriculum. Classes contain children of mixed age and ability, so a wide range of activities is planned to meet different learning needs and abilities. Adaptations are made to accommodate specific needs of children where appropriate.

Subject Development

It is the responsibility of the subject lead to keep up to date with developments and issues in the history curriculum and beyond, and to advise and inform colleagues as necessary. The subject lead will attend appropriate INSET and courses and feed back to staff. They will also identify suitable CPD courses for other members of staff.

As appropriate, the subject lead will investigate and arrange activities and visits from specialists, in consultation with the headteacher, as well as trips out of school to support the delivery of the curriculum.

Monitoring

The subject lead is responsible for development and evaluation of the curriculum to ensure continuity and progression across the school.

This includes:

- helping teachers with planning
- reviewing and updating policy as necessary
- observations of lessons and feedback
- book scrutiny
- analysing results of assessments to identify whole school strengths and weaknesses.

Resources

The subject lead is responsible for the management of resources to support learning in history, ensuring that they are up to date, available and appropriate.

Health and Safety

Where special equipment is used, guidance is taken from CLEAPPS. Children are taught to use equipment correctly, store it safely and manage its use sensibly.

Reviewed 07.06.22

Appendix

‘Progression in History: developing historical perspective’

(taken from Progression in History EYFS to KS3 by Jamie Byrom published by Historical Association)

Work likely in ... Early Years → work likely at KS1 to → work likely at KS2 to → work likely at KS3

<p>1. Chronological knowledge / understanding (including characteristic features of periods)</p>	<ul style="list-style-type: none"> Use everyday language related to time Order and sequence familiar events Describe main story settings, events and principal characters. Talk about past and present events in their own lives and in lives of family members. 	<ul style="list-style-type: none"> Develop an awareness of the past Use common words and phrases relating to the passing of time Know where all people/events studied fit into a chronological framework Identify similarities / differences between periods 	<ul style="list-style-type: none"> Continue to develop chronologically secure knowledge of history Establish clear narratives within and across periods studied Note connections, contrasts and trends over time 	<ul style="list-style-type: none"> Extend and deepen their chronologically secure knowledge of history and a well-informed context for further learning Identify significant events, make connections, draw contrasts and analyse trends within periods and over long arcs of time
<p>2. Historical terms eg empire, peasant</p>	<ul style="list-style-type: none"> Extend vocabulary, especially by grouping and naming, exploring meaning and sounds of new words. 	<ul style="list-style-type: none"> Use a wide vocabulary of everyday historical terms 	<ul style="list-style-type: none"> Develop the appropriate use of historical terms 	<ul style="list-style-type: none"> Use historical terms and concepts in increasingly sophisticated ways
<p>3. Historical enquiry - Using evidence / Communicating ideas</p>	<ul style="list-style-type: none"> Be curious about people and show interest in stories Answer ‘how’ and ‘why’ questions ... in response to stories or events. Explain own knowledge and understanding, and asks appropriate questions. Know that information can be retrieved from books and computers Record, using marks they can interpret and explain 	<ul style="list-style-type: none"> Ask and answer questions * Understand some ways we find out about the past Choose and use parts of stories and other sources to show understanding (of concepts in part 5 below) 	<ul style="list-style-type: none"> Regularly address and sometimes devise historically valid questions * Understand how knowledge of the past is constructed from a range of sources Construct informed responses by ... Selecting and organising relevant historical information 	<ul style="list-style-type: none"> Pursue historically valid enquiries * including some they have framed Understand how different types of sources are used rigorously to make historical claims Create relevant, structured and evidentially supported accounts
<p>4. Interpretations of history</p>		<ul style="list-style-type: none"> Identify different ways in which the past is represented 	<ul style="list-style-type: none"> Understand that different versions of the past may exist, giving some reasons for this 	<ul style="list-style-type: none"> Discern how and why contrasting arguments and interpretations of the past have been constructed
<p>* 5 – Questions relate to these key concepts that underpin all historical enquiry, developed through regular re-visiting in a range of contexts:</p>				
<p>5a. Continuity and change in and between periods</p>	<ul style="list-style-type: none"> Look closely at similarities, differences, patterns and change Develop understanding of growth, decay and changes over time 	<ul style="list-style-type: none"> Identify similarities / differences between ways of life at different times 	<ul style="list-style-type: none"> Describe / make links between main events, situations and changes within and across different periods/societies 	<ul style="list-style-type: none"> Identify and explain change and continuity within and across periods
<p>5b. Cause and consequence</p>	<ul style="list-style-type: none"> Question why things happen and give explanations 	<ul style="list-style-type: none"> Recognise why people did things, why events happened and what happened as a result 	<ul style="list-style-type: none"> Identify and give reasons for, results of, historical events, situations, changes 	<ul style="list-style-type: none"> Analyse / explain reasons for, and results of, historical events, situations, changes
<p>5c. Similarity / Difference within a period/situation (diversity)</p>	<ul style="list-style-type: none"> Know about similarities and differences between themselves and others, and among families, communities and traditions 	<ul style="list-style-type: none"> Make simple observations about different types of people, events, beliefs within a society 	<ul style="list-style-type: none"> Describe social, cultural, religious and ethnic diversity in Britain & the wider world 	<ul style="list-style-type: none"> Understand and explain / analyse diverse experiences and ideas, beliefs, attitudes of men, women, children in past societies
<p>5d. Significance of events / people</p>	<ul style="list-style-type: none"> Recognise and describe special times or events for family or friends 	<ul style="list-style-type: none"> Talk about who was important eg in a simple historical account 	<ul style="list-style-type: none"> Identify historically significant people and events in situations 	<ul style="list-style-type: none"> Consider/explain the significance of events, people and developments in their context and in the present.