

History Policy



Stockham Primary School History Policy: 2022-2024

Issue Date:	July 2023
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Date of the last Review:	May 2022
Next Review Date:	May 2024

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Section 1: Educational Aims

At Stockham Primary School we introduce history in a way that is memorable and meaningful. Underpinning our planning are our three core curriculum drivers:

- **Aspirations** – Who could I be? How can I aim high? What opportunities are there for me?
- **Curiosity** – What do I think? What do I wonder? Why?
- **Knowledge of the World** – Who am I? How does my life compare to the wider world? How do I fit in to the wider world? How can I help both my community and the wider world?

Our aim is for these drivers to be embedded across the curriculum in a subject relevant context. Through the teaching of history at Stockham Primary School we hope to inspire and encourage a true love of history and learning, that pupils will take into adult life. All children in the school have equal opportunities to develop their historical knowledge and skills.

We aim to enable pupils:

To develop an understanding of their place in the world

Through study of the history of Britain, Europe and the world, children should begin to understand their heritage in terms of regional, national and global cultural developments. Children should develop an understanding of the history of Britain as a coherent, chronological narrative, from the earliest times to the present day, as well as a knowledge of the significant events, people and achievements that have shaped world history.

To enable children to make personal connections with the past

We believe that high-quality history teaching and learning happens when children begin to make personal connections between their own lives and past human experiences. History studies can also take children beyond their everyday experiences and increase cultural capital to build context and background knowledge for the children, and to underpin their future learning and enable a wider outlook of the world. History supports children to make better life choices, and leads to an understanding of cause and consequence.

To develop a secure understanding of chronology

When studying a time period or event, children should be able to use BC and AD accurately, to mentally place the event between other time periods they have already studied. Children should develop a secure sense of chronology; an internalised timeline or framework they can use to place new information correctly.

To broaden basic disciplinary skills

Our children are encouraged to 'think like a historian' when learning history. Children learn about and emulate the skills of a historian, curator or archaeologist, regularly honing and utilising the basic skills of enquiry, curiosity, investigation, analysis, evaluation and presentation. Children begin to understand and apply the methods of historical enquiry, including how evidence is interpreted to make historical claims, and to evaluate how and why contrasting arguments and interpretations of the past have been constructed.

To gain a 'historical vocabulary'

Our children are explicitly taught the vocabulary relevant to the periods studied and become familiar with the abstract terminology through repeated encounters with the key vocabulary throughout their learning journey. Children are encouraged to deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry' and to develop an understanding of historical concepts such as continuity and change, cause and consequence, similarity and difference, using them to make connections, draw

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

Section 2: Practice

The History Curriculum

At Stockham, history is taught by the class teachers whilst being supported by the history co-ordinator.

Foundation Stage

In the Foundation class the children work towards the Early Learning Goals by developing their understanding of the world. Children talk about past and present events in their own lives and the lives of family members. They find out about similarities and differences between themselves and others and among families, communities and traditions. History lessons begin to introduce some key vocabulary and historical terms. At the end of Foundation, children are assessed against the Early Learning Goals for Understanding the World, and are deemed to be at an emerging or expected level.

Key Stage 1

Pupils develop an awareness of the past, using common words and phrases relating to the passing of time. They learn 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 are taught to use a wide vocabulary of everyday historical terms. They 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 are taught to understand some of the ways in which we find out about the past and identify different ways in which it is represented.

Key Stage 2

Pupils 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 note connections, contrasts and trends over time and develop the appropriate use of historical terms. Pupils learn to address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They construct informed responses that involve thoughtful selection and organisation of relevant historical information. They understand how our knowledge of the past is constructed from a range of sources.

Management and co-ordination

At Stockham Primary School the history co-ordinator is responsible for the management and co-ordination of history throughout the school. This includes:

- Monitoring the teaching and learning in history.
- Supporting staff with advice, suggestions of resources, educational visits and CPD opportunities
- Being familiar with resources, be aware of purchasing needs and manage the budget.
- Monitoring the resources in all key stages.

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Organisation

Planning

History is incorporated into a flexible and creative curriculum at Stockham. Teaching of history is often planned as part of the theme work of each class, and the history co-ordinator maintains and updates a coverage map to ensure appropriate breadth and depth of study across both key stages. Our school curriculum meets the requirements of the New National Curriculum for Primary Schools 2014. We use the 2014 National Curriculum and the Chris Quigley Essentials Curriculum as the basis of our curriculum planning in history. Long term curriculum design is outlined by the history co-ordinator and the rationale for content selection is regularly shared and reviewed with class teachers. We believe that high quality history teaching occurs when teachers have ownership of the content choice within an overarching topic and having an understanding of the rationale for these choices empowers their planning and in class live decision making. There is flexibility within the medium and short term planning; teaching units may be blocked, alternatively teachers may include history teaching in other terms when it supports topics and thematic units. We use Chris Quigley Essentials Curriculum for medium term planning and teachers are responsible for identifying individual lesson objectives and activities. We have adapted our planning to fit our own local context. To ensure that there are opportunities for children of all abilities to develop their knowledge, skills and understanding in each unit, we plan for progression by using the Chris Quigley milestone descriptors, so that the children are increasingly challenged as they move through the school.

Teaching and Learning

Our history teaching focuses on enabling children to think as historians. We include hands on experiences with artefacts and evidence sources, and in each key stage we give children the opportunity to visit sites of historical significance or to be part of an immersive experience held at school. We recognise the value of personal stories in history teaching and we regard this as an important way of stimulating interest in the past, utilising historical fiction stories and non-fiction texts within our curriculum, to enhance the teaching of history. We focus on helping children understand that historical events and evidence can be interpreted in different ways, and that they should always ask searching questions such as “How do we know this source is accurate?”, when confronted with information. We seek to keep abreast of changes in the interpretation of history through new evidence and findings of modern historians.

We recognise that in all classes children have a wide range of knowledge, skills and understanding in history, and we seek to provide suitable learning opportunities for all children by matching the challenge to the ability of the child. A variety of lesson tasks will be utilised depending on the lesson context.

Inclusion

Our curriculum is inclusive, matching the needs of the children regardless of age, ability or protected characteristic. We aim for progress in history for all children. This may include some adaptation on how the content is taught, for example, support and scaffolding from an adult, adapted teaching materials, classroom organisation, etc. All children get access to a range of activities, for example: educational trips and visits.

Assessment

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Assessment of learning is made using the Chris Quigley Milestone descriptors, enabling teachers to consider progress and attainment of individual children throughout and at the end of each year. We believe that regular low stakes assessment is more effective in securing knowledge and enabling children to learn more, do more and remember more. Regular assessment helps to inform short term planning and teaching to match the needs of the children. All teachers refer to the Milestones to make judgements on progress in the short term, to inform next steps planning and to provide a summative assessment to inform a detailed handover to inform the following years planning.

Resources

There is a history budget in school. Resources will be purchased as and when necessary. The school liaises with Vale and Downland Museum and the Oxfordshire Museums Service Box Loan Scheme for hands on artefacts and experiences to inspire learning.

Policy development process

This policy will be updated regularly as part of the school's continuous series of policy reviews. This policy will be approved and discussed as and when appropriate.

Version History

Version	Date	Description of Changes -
1.0	July 2023	Issuance of the policy in new template based on policy developed by subject lead in May 2022