



Appleton Primary School

History Policy

Rationale

Appleton Primary School believes that History makes a valuable and distinctive contribution to pupils' education. Learning about the past and the methods used to study sources and draw conclusions helps pupils understand and contribute to the world in which they live. It aims to stimulate children's interests and understanding about the life of people who lived in the past and events that took place. We teach children a sense of chronology and through this they develop a sense of identity and a cultural understanding based on their historical heritage. Thus they learn to value their own and other people's culture in modern multicultural Britain and, by considering how people lived in the past they are then more able to make their own choices today. We teach children to understand how events in the past have influenced our lives today. We also teach them to investigate these past events and, by doing so, develop the skills of enquiry, analysis, interpretation and problem solving.

Aims

At Appleton Primary School we aim:

- To instil in the children a curiosity and understanding of events, places and people in a variety of times and environments.
- To develop an interest in the past and an appreciation of human achievements and aspirations.
- To understand the values of our society.
- To learn 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.
- To develop a knowledge of chronology within which the children can organise their understanding of the past.
- 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.
- To understand the nature of evidence by emphasising the process of enquiry and by developing the range of skills required to interpret primary and secondary source materials.
- To distinguish between historical facts and the interpretation of those facts.
- To understand that events have a multiplicity of causes and that historical explanation is provisional, debatable and sometimes controversial.

Curriculum Planning and Content

History is a foundation subject in the National Curriculum. Appleton school uses the national scheme of work as the basis for its curriculum planning in history. We have adapted the national scheme to the local circumstances of our school in that we use our history progression document as the starting point for our work.

We carry out the curriculum planning in history in three phases: long-term, medium-term and short-term. The long-term plan maps out the main focuses/areas of history covered in each term during the key stage and run on a two-year rolling programme in key stage 2 and 1 year in key stage 1. Our medium-term plans give details of key and second order concepts. To deliver the key

concepts, second order history concepts are taught and applied through each unit and build progressively as pupils move through the school. Pupils will also explore history through these second order concepts in all year groups promoting consistency across the school.

Class teachers plan for individual and cross-curricular history sessions according to the specific objectives outlined in the medium-term plans provided. Specific learning objectives for each lesson are displayed on the IWB for children to see and details of how the lessons are to be taught are taken from planning.

In the foundation stage, understanding the world is clearly shown on medium term planning through age related/appropriate activities. This aspect of the curriculum is also covered through the children's own learning and in the moment planning.

We plan the activities in history so that they build upon the prior learning of the children. We give children of all abilities the opportunity to develop their skills, knowledge and understanding and we also build planned progression into the scheme of work, so that the children are increasingly challenged as they move through the school.

In addition to this, Appleton also celebrate other aspects of history, taken from some of the children ideas for learning, during themed weeks. The week is known as 'Learning Through the Decades,' where opportunities for other curriculum links are included to support the children's learning. Opportunities will also be made for school trips to build on prior learning and provide a chance for new experiences and support to learning.

By the end of EYFS, pupils will be able to:

- recognise and describe a special time or event.
- speculate why things happen and give explanations about simple cause and effect.
- identify and describe some similarities and differences and they can
- observe and describe how things have changed or stayed the same in their lives
- sequence a few events using language relating to time

By the end of Key Stage 1, pupils will be able to:

- develop an awareness of the past and know where the people and events they study fit within a chronological framework.
- make comparisons by identifying similarities and differences between life in different historical periods
- show an understanding of how we know about the past
- describe changes in living memory using historical vocabulary
- Recall some significant people from history and events beyond living memory

By the end of Key Stage 2, pupils will be able to:

- develop a chronologically secure knowledge and understanding of British, local and world history, noting connections, contrasts and trends over time
- use the appropriate historical vocabulary to describe change, cause, similarity and difference when discussing significant historical periods, events or people
- understand how our knowledge of the past is constructed from a range of sources
- construct informed responses that involve thoughtful selection and organisation of historical information

Contribution of history to teaching in other curriculum areas

Personal, social and health education (PSHE) and citizenship

History contributes to the teaching of personal, social and health education and citizenship. We encourage the children to develop a sense of responsibility. Their work encourages them to be responsible and to set targets to meet deadlines, particularly with history home challenges. Throughout history children explore a range of different time periods and through these key concepts and second order concepts children are shown how life was or could be. Children are encouraged to think about how they would feel in a range of different time periods, contexts and compare these to everyday life now and share their own views. Lots of discussions through history lessons, sharing opinions and taking into consideration other people's views contributes to the teaching of PSHE.

Spiritual, moral, social and cultural development

The teaching of history offers opportunities to support the social development of our children through the way we expect them to work with each other in lessons. Our groupings allow children to work together and give them the chance to discuss their ideas and feelings about their own work and the work of others. Through their collaborative and co-operative work across a range of activities and experiences in history lessons, the children develop respect for the abilities of other children and a better understanding of themselves. They also develop a respect for the past events and people. They develop their cultural awareness and understanding, and they learn to appreciate the value of differences and similarities. A variety of experiences teaches them to appreciate that all people are equally important, and that the needs of individuals are not the same as the needs of groups.

SEN

At Appleton we teach history to all children, whatever their ability. History forms part of the school curriculum policy to provide a broad and balanced education to all children. Through our history teaching we provide learning opportunities that enable all pupils to make progress. We do this by setting suitable learning challenges and responding to each child's different needs. Assessment against the National Curriculum allows us to consider each child's attainment and progress against expected levels.

When progress falls significantly outside the expected range, the child may have special educational needs. Our assessment process looks at a range of factors - classroom organisation, teaching materials, teaching style, differentiation - so that we can take some additional or different action to enable the child to learn more effectively. This ensures that our teaching is matched to the child's needs.

Inclusion

The full range of activities in history will be made available to all children, irrespective of age, race, gender or ability.

Assessment

As with all curriculum subjects, teachers assess children's work in history by making assessments as they observe them working during lessons. Historical understanding is to be assessed against the key and second order concepts through use of Big Questions at the end of each unit of History. In the foundation stage assessment is collected through the use of stickers to record children's voice, observations, recorded work and tapestry.

The history subject leader keeps evidence of the children's work in a portfolio.

Resources

The school has a range of resources for the teaching of the different topics covered in history. The resources are stored in the main cupboard outside the hall and are organised into the different topics covered in history for all aspects covered in the long-term plans and other optional topics such as to support themed days. All staff have a responsibility to ensure it is maintained in good order and reported if any resources become broken or damaged during use, the History leader needs to be informed as soon as possible.

Roles & Responsibilities

The Headteacher will: actively support and encourage staff, praising good practice and supporting staff development, in-service training (particularly for the History Leader) and resources.

The History Subject Leader will:

- Support staff with the planning, teaching and learning of history throughout the whole school and make changes to the long-term planning appropriately.
- Monitor teachers' planning as part of on-going subject monitoring and evaluation of practice.
- Use feedback from monitoring to develop an action plan for history with realistic and developmental targets.
- Audit, identify, purchase and organise all history resources, ensuring they are readily available and well maintained.
- Document and review the agreed ways of working through a written policy document and scheme of work.
- Compile a portfolio of children's history work to evidence progression and examples of good practice for staff to refer to. This will also include whole school family learning projects and themed days.
- Keep up to date on new developments in the use of history in the curriculum and inform staff in staff meetings and training days.
- Promote history throughout the school with the idea of themed days/weeks and family learning challenges for home.

The Class Teacher will:

- be responsible for the planning and teaching of History as set out in this policy.

C Grindell
History Coordinator
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