



Fritchley CE (Aided) Primary School

History Policy

Introduction

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

Our aim is to ensure that all children are given the opportunity to develop the thinking skills and research skills, which are necessary for effective historical enquiry.

Our aims in history are:

- To help children understand the present in the context of the past.
- To arouse interest in the past and encourage questioning, speculation and enquiry of historical evidence.
- To foster an understanding of various cultural backgrounds.
- To contribute to children's knowledge of how societies and people have developed over time.
- To promote the skills of argument, hypothesis, chronology, sequencing, awareness of points of view, observation, evaluation, research, comparison, deduction and role play.
- To enrich and support other areas of the curriculum.

To achieve these aims the pupils will:

- Study everyday life and culture of people in the past and make comparisons with their own lives and experiences.
- Compare a range of historical events to gain knowledge of change and the evolution of life styles.
- Be given an understanding of chronology
- Recognise that some things change, while others stay the same
- Be made aware that historical events often have more than one cause and consequence.

Equal opportunities

In line with our equal opportunities policy we are committed to providing a teaching environment conducive to learning. Each child is valued, respected and challenged regardless of race, gender, religion, social background, culture or disability. The content of the curriculum is diverse and inclusive. Whilst Black History Month is covered in October, the school has a commitment to including the events and lives of Black and Indigenous People of Colour throughout this history curriculum.

Curriculum Organisation

During Key Stage 1, children learn about people's lives and lifestyles. They find out about significant men, women and children and events from the recent and more distant past, including those from both 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.

In history, children acquire and apply knowledge, skills and understanding in five main areas:

- chronological understanding

- knowledge and understanding of events, people and changes in the past
- historical interpretation
- historical enquiry
- organisation and communication.

These aspects of knowledge, understanding and skills are developed in the programme of study for history through the following areas:

- changes in their own lives and the way of life of their family or others around them
- the way of life of people in the more distant past, who lived in the local area or elsewhere in Britain
- the lives of significant men, women and children drawn from the history of Britain and the wider world
- past events from the history of Britain and the wider world.

During Key Stage 2, pupils learn about significant people, events and places from both the 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.

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- chronological understanding
- knowledge and understanding of events, people and changes in the past
- historical interpretation
- historical enquiry
- organisation and communication.

These aspects of knowledge, understanding and skills are developed in the programme of study for history through the following areas of study over a two-year cycle:

- Stone Age to Iron Age
- A local history study of Fritchley and Belper
- Romans, Anglo Saxons and Vikings in Britain including the spread of Christianity.
- Britain in Tudor times including the formation of The Church of England.
- Britain in Victorian times
- A European history study (the Ancient Greeks)
- Two world history studies (Ancient Egypt, the Maya.)

Foundation Stage

We teach history in the foundation stage class as an integral part of the topic work covered during the year. As this class is part of the Foundation Stage of the National Curriculum, we relate the historical aspects of the children's work to the objectives set out in the Early Learning Goals (ELGs), which underpin the curriculum planning for children aged three to five. History makes a significant contribution to the objective in the ELGs of developing a child's knowledge and understanding of the world, e.g. To develop a sense of time through events in stories and in children's own lives and their family relationships using appropriate vocabulary. To develop an awareness of time and change. Learning about seasons and life cycles through photographs and artefacts.

The Role of the history co-ordinator

- To have responsibility for securing high standards of teaching and learning in history and evaluate their effectiveness.
- To ensure teachers are familiar with the policy.
- To monitor and support medium term planning
- To inform future priorities and targets for the subject.
- To keep up to date with current issues
- To identify resources to meet needs.
- To carry out book scrutinies to ensure that children are progressing throughout the school and that the History Action Plan targets are being achieved.
- To liaise with the link governor for this subject.

Cross-curricular

We see history as a natural context for the development of skills across the curriculum. Teachers will identify opportunities in their planning to support development of these skills. Where possible teachers use their history topics across the curriculum (for example, in English) to gain a more holistic understanding of the topic being covered.

Assessment, recording and reporting

Assessment will be on a continuous monitoring basis involving formative techniques such as teacher observation, group discussion and questioning about tasks. Assessment data will be recorded on teacher's assessment grids and monitored by the history co-ordinator. Reporting to parents occurs annually within a written report and through parent-teacher meetings.

Review

This History Policy will be reviewed by the history leader and the headteacher.

Reviewed: 10th March 2021

By: Esther Devonport

Date for next review of this document March 2023