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History Policy

Our school policies reflect Intake Farm's commitment to an inclusive, creative and exciting curriculum, based around high quality teaching and learning.

RATIONALE

History has always been held in high regard at Intake Farm Primary School and Nursery, with the school's location having its own rich history, set in Robin Hood country. The History curriculum at Intake farm makes full use of resources within the immediate and wider local area enabling children to develop a deep understanding of the rich history of their locality.

INTENT

The intent of our History curriculum is to deliver a curriculum which is accessible to all and that will maximise the outcomes for every child. As a result of this they will develop the following skills:

Increase and develop their historical skills, concepts, knowledge and attitudes.

Increase their understanding of the present in the context of the past.

Develop and use their skills in enquiry, analysis, evaluation, and argument.

Develop their interest in the past, arousing their curiosity and motivation to learn.

Develop a sense of identity through learning about the past.

In line with the National Curriculum (2014), the curriculum at Intake Farm aims to ensure that all pupils:

Gain a coherent knowledge and understanding of Britain's past and that of the wider world which helps to stimulate pupils' curiosity to know more about the past;

Are encouraged to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement;

Begin 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 times.

Children will apply these skills in a range of different context and, over time, develop a more sophisticated and in-depth understanding of these strands.

IMPLEMENTATION

AIMS

The national curriculum for history aims to ensure that all pupils:

know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world

know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind

gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'

understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses

understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed

gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.

Teaching in KS1 will, in accordance with the National Curriculum, focus on the lives of key individuals and key historical events. In KS2, however, we have decided to adopt a chronological approach to our British and world history topics. For example, our study of British history will adopt the following pattern:

Year 3 – Changes in Britain from the Stone Age to the Iron Age

Year 4 - The Roman Empire and its Impact on Britain

Year 5 – Britain's settlement by Anglo Saxons and Scots

Year 6 - the Viking and Anglo-Saxon struggle for England.

APPROACHES TO TEACHING & LEARNING

History teaching focuses on enabling children to think as historians. Whenever possible we provide children with first hand experiences and place an emphasis on examining historical artefacts, photographs and primary sources.

We give children the opportunity to visit sites of historical significance. We encourage visitors to come into the school and talk about their experiences of events in the past. We recognise and value the importance of stories in history teaching and we regard this as an important way of stimulating interest in the past. We teach with a creative approach to ensure this occurs.

We focus on helping children understand that historical events can be interpreted in different ways and that they should always ask searching questions, such as 'how do we know?', about information they are given and should consider the beliefs and values of that time.

FOUNDATION STAGE

We teach History in reception classes as an integral part of the topic work covered during the year. As the reception class is part of the Foundation Stage of the National Curriculum, we relate the history side 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 ELG objectives of developing a child's knowledge and understanding of the world through activities such as, making personal time-lines for each child and by establishing 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.

PLANNING INCLUDING CROSS-CURRICULAR LINKS

History is planned in three phases (long-term, medium-term and short-term).

The long-term plan maps the History topics studied during each key stage. We teach the knowledge, skills and understanding set out in the New National Curriculum of 2014 through the corresponding programme of study.

Significant events and people in history, will be addressed in both Guided reading and English lessons in Year 6. For example, by using higher order reading skills they will research and learn about the countries (geography link) and the monarchs who were involved and make comparisons with present day warfare.

CROSS-CURRICULAR LINKS

When and where appropriate, opportunities will be encouraged to promote historical learning across the curriculum. This could be through links with:

English - report writing, persuasive writing, speaking & listening, drama activities etc.

RE – telling stories etc.

Geography – map drawing, changing settlements etc.

Computing – using research tools (Internet, CDROMs etc.), word-processing etc.

Art – drawing of artefacts etc.

RESOURCES

General History resources are stored in the library and can be easily accessed by all staff. In the case that a topic will be covered in a specific year group, it will be stored in that year group.

Topic books will be stored in library and in classroom libraries. These should be taken up to the year group whilst the topic is being taught and then returned at the end of the half-term

We encourage using parents and local people as we know this is an invaluable resource. They are welcomed into our school to share anecdotes, experiences and possessions., using their expertise and resources to enhance the History curriculum within Intake Farm.

ASSESSMENT AND REPORTING

Assessment of History at both KS1 and KS2 will be based on teachers' judgments and the attainment of all KS1 and KS2 pupils should be recorded on Scholar Pack. Progress will be measured against a 'History Progression Framework' which will allow for all children to be monitored and show progress within and across year groups.

SUBJECT LEADER ASSESSMENT AND MONITORING

The subject leader works alongside the SLT to monitor standards of teaching and learning at Intake Primary School. A structured cycle of planning and work scrutiny, observations, and pupil, parent and staff interviews will provide information to judge the effectiveness of the subject as well as future development points.

Curricular development is linked to the SIP and performance management cycle where necessary, and subject leaders will report to the Governing Body Curriculum Committee as part of the curricular review and development process.

S.E.N/D

We ensure that all children have access to the History curriculum whatever their ability. Classroom activities are differentiated where appropriate to ensure every child's educational need is met. Through our teaching of history, we enable all pupils to make progress. Through our History teaching we provide learning opportunities that enable all pupils to make good progress. We strive to meet the needs of those pupils with special educational needs, those with disabilities, those with special gifts and talents and those learning English as an additional language.

IMPACT

History will be fun. It will be used to promote excellence and enjoyment It will have a strong presence in the ethos of the school through displays and assemblies. Parents and grand-parents will be encouraged to participate in the teaching and learning of History.

As a result of our approach to History the children will:

know more, remember more and understand more about History.

understand and use the key skills of chronological understanding.

Have a secure knowledge and understanding of events in the past.

Have the confidence and skills to use historical interpretation and historical enquiry to help to influence the decisions they make in their lives in the future.

The majority of children will achieve age related expectations in History.