



## History Policy

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## History Policy

### Intent

Here at Moss Side Primary School we strive to deliver an engaging, exciting, broad and balanced History curriculum which provides an explanation of why things are the way they are today. This subject is a fundamental aspect of our curriculum. We follow the requirements of the National Curriculum, including units of study covering changes within living memory and beyond, along with local history, British history and that of the wider world. We often use historical themes as a driver of our curriculum, an approach which is enriched by visits to historical sites and museums, and by visits to school by historians and drama groups. This approach brings the past to life, and along with drama, performance and role play, stimulates the children's curiosity and fascination to know more about the past. Children's understanding of historical concepts, knowledge and skills are developed progressively as they move from year group to year group. Methods of historical enquiry and investigation are developed along with the children's ability to ask and answer questions. Whole key stage studies are also used to further enhance children's understanding of significant events from our more recent past.

### The purpose of this document

This policy reflects the school's values and philosophy in relation to the teaching and learning of history.

It sets out a framework within which teaching and non-teaching staff can operate.

This policy should be read in conjunction with the scheme of work for history.

History is a foundation subject with the National Curriculum.

### 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

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- 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

These aims are consistent with our school philosophy and we take account of both the Foundation Stage Early Learning Goals for knowledge and understanding of the world and The National Curriculum, key stages 1 and 2. The National Curriculum comprises subject content for each Key Stage. This has been further broken down into Key Learning for each year group.

The teaching of history is organised as follows:

The class teacher, with help from the history co-ordinator, is responsible for the teaching of history in their class. We do not feel it is necessary to fix centrally either the sessions when history is taught or the length of these sessions.

The children work as a class, in groups or individually as appropriate to their needs and abilities and the task in hand at that particular time.

During the Foundation Stage and at key stages 1 and 2 we aim to enable the children to develop an understanding of the past in terms of:

- ❖ How things change.
- ❖ Why things happen and what are the outcomes of events.
- ❖ The differences between life at different times and also between that of different people living at the same time.
- ❖ The different things people say, write and draw about the past, and the reasons for this.
- ❖ How we know about the past, and the skills needed to use the sources of evidence which survive from the past to enable us to do this.

During Key Stage 2 pupils study common themes within each unit of history that is studied. These help to deepen their understanding of the history studied by offering a platform to compare and contrast different periods.

These common themes are:

- Clothes
- Housing
- Children
- Food
- Rich/poor

We are equally concerned that the understanding outlined above takes place within a secure framework of knowledge about the past, enabling progression, in terms of understanding, skills and knowledge and incorporating, whenever appropriate, educational visits. All such visits should be carried out in accordance with the school educational visits policy.

History units are taught in accordance with the Moss Side history scheme of work. This lays out appropriate content for study at key stage 1 and the history study units for each year group in key stage 2. Whole key stage topics are also taught in key stage 2 at least once every four years. These whole key stage topics allow us to study aspects of British history since 1066, including World War One and World War Two. History study units can be of differing lengths, enabling pupils to study different periods at varying depth.

### Planning and Evaluation

Planning is normally at the individual class level and is overseen by the history co-ordinator.

Planning is used to:-

- a. Set clear objectives;
- b. Ensure that work is matched to pupils abilities, experience and interests;
- c. Ensure progression, continuity and subject coverage throughout the school;
- d. Provide criteria for assessment and evaluation of teaching and learning.
- e. Ensure the needs of pupils in mixed age classes are met at the appropriate level.

### Parental Involvement

We hope and expect that our parents will show a keen interest in their child's acquisition of historical skills and development and aim to promote this by holding open evenings during which their child's work is displayed and discussed.

### Inclusion

When teaching history we aim to deliver an inclusive curriculum for all pupils by:

- a. Setting suitable learning challenges;
- b. Responding to pupils diverse learning needs;
- c. Overcoming potential barriers to learning and assessment for individuals and groups of pupils.

### Health and Safety

When working with equipment and materials, in practical activities and in different environments, including those that are unfamiliar, pupils should be taught:-

- About hazards, risks and risk control;
- To recognise hazards, assess consequent risks and take steps to control the risks to themselves and others;
- To use information to assess the immediate and cumulative risks;
- To manage their environment to ensure the health and safety of themselves and others;
- To explain the steps they take to control risks.

### The Role of the History Co-ordinator

The duties and responsibilities of the history co-ordinator include the following:



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- a. To read, understand and interpret the history National Curriculum, in the context of Moss Side Primary School, in order to help the staff understand what is required.
- b. To review and keep up to date the history policy and scheme of work.
- c. To keep under review and make suggestions for the updating and regeneration of materials needed to meet the requirement of history in the National Curriculum.
- d. To develop a scheme of work appropriate to the needs of the National Curriculum.
- e. To support the class teacher with assessment.
- f. To liaise with the staff about the development of history in school.
- g. To keep up to date with current thinking through appropriate CPD.
- h. To look at teaching plans in history of all teaching staff and make constructive comments on them.
- i. To visit classrooms to review strategy, teaching quality, pupil progress and curriculum coverage.
- j. To be aware of developments needed in the school to improve the attainments of the pupils in history.
- k. To complete a subject and impact report on an annual basis.
- l. To feedback areas for development of art to senior leaderships following staff discussion, learning walks and pupil voice, in order for this to inform the School Development Plan.
- m. To provide updates to the governing body to keep them informed about art in school and abreast of any changes.
- n. To ensure information on the school website is up to date.

### Assessing Impact.

The impact of the history curriculum will be assessed by

- a. Collating work
- b. Observing lessons
- c. Displays around school
- d. Pupil conferencing
- e. Class assemblies

This policy should be read alongside the following whole school policies:

Curriculum

Health and safety

SEND

Educational Visits