



Settle CE Primary School

History Policy

Philosophy

At Settle CE Primary School we endeavour to provide a stimulating environment in which children will be given the opportunity to develop an awareness of the past and of ways in which it was different from the present. They will be helped to set their study of the past in a chronological framework and to understand some of the ways in which we can find out about the past.

History can be defined as a study of people and their circumstances in the past. It is a continuous process, concerned with the present as well as the past, the process of change and the effects upon the lives of people throughout the ages.

Curriculum Intent

History is a valued part of our curriculum as it gives us a sense of identity. We aim to fire the children's curiosity about the past in Britain and the world. History is about real people who lived in the past and real events which happened, set in a context of time. History is concerned with sequence, time, chronology and is the study of evidence from the past. History helps children to understand the forces of change, the diversity of societies and relationships between different groups. This understanding comes from the study of life in the past, of thoughts, beliefs, emotions, actions and artefacts. The children find evidence, consider it and reach their own conclusions. In order to do this, they look through evidence and discuss their points of view.

Aims

Through the study of history, children will have the opportunity to gain:

- a) Knowledge about the past and an understanding about the present with reference to the past.
- b) Enjoyment, interest and curiosity about the past.
- c) Experience of being historical investigators by using evidence of all types.
- d) An introduction to an understanding of their cultural heritage, and a knowledge of the development of community and landscape through time.
- e) Appreciation that historical processes may result in different outcomes.
- f) A sense of time, chronology and sequence.
- g) Some historical appreciation and understanding of other peoples, cultures and countries.
- h) Some awareness that historical information and ideas have been subjected to different interpretations.

- i) The ability to develop questioning attitudes, ordered thinking and considered judgements to lead to the formation of balanced opinions.
- j) Experience, where appropriate, to develop their ICT capability in their study of history.

Implementation

History is taught through a thematic approach. Our long term and medium term plans map out the themes covered each term for each key stage. These plans define what we will teach and ensure an appropriate balance of work across each term. The implementation of History will depend on the theme each term or half term for different year groups. History objectives are divided up between the different themes to make the children's learning relevant. Cross-curricular learning takes place through the use of historical language: Design and technology (building houses from The Great Fire of London), drama (hot seating and freeze frame) and Computing (using the internet for research).

History is taught mostly on a weekly basis, with the lessons lasting between 1 and 2 hours. However, we are flexible in this approach. Sometimes a day may be given over to History for things like enrichment activities so the children can become immersed in the learning that is taking place during that experience. A range of activities are planned throughout each topic to help engage the children in their learning. Each lesson builds on the children's prior learning and reference is made to what the children have learnt previously to ensure they are remembering what they have previously been taught. Knowledge organisers are used by teachers for each topic to help children learn the key knowledge. Reference is made to these throughout the topic. Timelines are being used to help the children learn where the topic 'fits in' with other topics they have been taught and they help to tell the narrative. Each class has a timeline on display and they are being used in the children's History books.

Impact

Within history, we strive to create a supportive and collaborative ethos for learning by providing investigative and enquiry based learning opportunities. Emphasis is placed on investigative learning opportunities to help children gain a coherent knowledge of understanding of each unit of work covered throughout the school. Our history curriculum is high quality, well thought out and is planned to demonstrate progression. We focus on progression of knowledge and skills and discreet vocabulary progression also form part of the units of work.

We help us measure the impact of our curriculum we will be using the following methods:

- Assessing children's understanding of the topic before and at the end of the unit.
- Pupil discussions about their learning.
- Images and videos of the children's practical learning.
- Interviewing the pupils about their learning (pupil voice).
- Moderation staff meetings where pupil's books are scrutinised and there is the opportunity for a dialogue between teachers to understand their class's work.
- Marking of written work in books.

Teaching and Learning

The activities which children will experience through their work will be based on the following principles:

- a) An emphasis on first hand experience.
- b) By enquiry and investigation methods.
- c) Use of local environment and community.
- d) Developing from a local perspective to a broader and wider scale.
- e) A variety of teaching and learning activities wherever possible and relevant to oral, written, drama and role-play.
- f) A variety of resources such as documents, artefacts, pictures, music, historical visits, museums, audio and visual materials and visitors.
- g) The arrangement and planning of learning activities to ensure progression and continuity.

Learning Across the Curriculum

In the primary school history is an excellent vehicle for developing skills such as language, imagination, investigation, interpretation, recall and understanding. At the same time, the most effective learning is likely to be achieved when cross curricular links are exploited.

At Settle Primary School we seek to develop learning across the curriculum through History wherever opportunities arise and the principles above will be expressed wherever possible in an integrated topic-based curriculum to promote links with other subjects.

Foundation Stage

History is taught within the Foundation Stage throughout the six areas of learning, but mainly through the ELG 'people and Communities.'

Key Stage 1

In Key Stage 1 children will be taught about the everyday life, work, leisure and culture of people in the past, by progressing from familiar situations to those which are more distant in time and place. They will be given the opportunity to investigate:

- 1) Changes in their own lives and those of adults around them.
- 2) Aspects of the way of life of people in Britain in the past beyond living memory.

Pupils will also be taught about the lives of famous men and women, and they will be taught about past events of different types, including events from the history of Britain.

Key Stage 2

At Key Stage 2 pupils will be taught about important episodes and developments in Britain's past from Roman to modern times. They will be helped to develop a chronological framework by making links across their units of study. They will also have opportunities to investigate local history and to learn about the past from a range of sources of information.

Special Educational Needs

At Settle Primary School we recognise the need to provide a broad and balanced curriculum for all pupils. When planning, teachers will modify the QCA units as necessary to provide all pupils with relevant and appropriately challenging work at each Key Stage, thus providing an inclusive curriculum which:

- a) Sets suitable learning challenges.
- b) Responds to pupils' diverse learning needs.
- c) Overcomes potential barriers to learning and assessment for individuals and groups of pupils.

Use of ICT

Pupils will be provided with regular opportunities to develop and apply their ICT capability to support their learning in History. Pupils will use the Internet, DVDs and CD-Roms to find things out about the past and they will use ICT to present their findings in a variety of ways including words, graphics, charts, databases and spreadsheets.

Assessment

Assessment is an integral part of teaching and learning and is built into the planning of learning experiences. Assessment is based upon a teacher's judgement of pupil attainment and progress with reference to the proposed learning outcomes and the National Curriculum performance descriptions.

Forms of Assessment

A wide variety of assessment procedures should be used to provide opportunities for pupils to achieve across a range of contexts. Activities resulting in written or oral outcomes, art work, role play, factual recall, observations or display work may provide a basis for assessment. Pupils will be encouraged to evaluate their own work.

Recording and Reporting

Reporting on a child's progress in History is a statutory requirement. An annual report relating to their child's progress in History is sent to parents.

Richard Wright

(Headteacher)

Reviewed: January 2022

Next Review Date: January 2024