



History Policy

Written by:	Kiran Sagoo
Date:	June 2021
Review date:	July 2023

Mayespark Primary School

History Policy

The history curriculum at Mayespark aims to stimulate the children's interest and understanding about the life of people who lived in the past. Our objective is for the children to develop a sense of identity and a cultural understanding based on their historical heritage.

Aims and Objectives:

History is about real people who lived, and real events which happened in the past. History is concerned with sequence, time and chronology and is the study of evidence about the past. It fires the children's curiosity about the past in Britain and the wider world. Thus, they learn to value their own and other people's cultures in modern multicultural Britain and, by considering how people lived in the past, they are better able to make their own life choices today.

By considering how the past influences the present, what past societies were like, and what beliefs and cultures influenced people's actions, children develop a chronological framework for their knowledge of significant events and people. At Mayespark we also teach the children to investigate these past events and, by doing so, develop the skills of enquiry, analysis, interpretation and problem solving.

The aims of history in Mayespark are:

- to foster in children a curiosity and understanding of events, places and people in a variety of times and environments.
- understanding 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 investigate and interpret the past.
- to build an overview of world history.
- to gain a deeper understanding of chronology, so that children can organise their understanding of the past.
- to distinguish between historical facts and the interpretation of those facts.
- to communicate historically.

Teaching and 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. This enables children to develop the ability to be independent learners, using the key historical skills they have gained to analyse, question and compare sources of evidence to form their own judgments about the past.

In Mayespark, we carry out curriculum planning in history using both medium-term and long-term plans. The long-term plan maps the history topics studied in each year during each key stage. As the basis for our medium-term plans, we use have combined both the national

curriculum and Chris Quigley's scheme of work involving key concepts. The rationale behind using key concepts in history, is that as children move up throughout the school, these concepts can be reviewed and built upon. Children will be able to make links between different periods of history through the teaching of key concepts such as '*society*.' Historical timelines are displayed in the classroom to support children's understanding of historical periods and concepts.

The medium-term plans give details of each unit of work, they provide an insight into how the concepts can be embedded throughout the lessons as well as suggestions for lesson ideas which class teachers can then use when planning individual lessons. The medium-term plans are reviewed each year by the subject leader. The learning intention for each lesson is informed by the National Curriculum (2014) and the necessary historical skills children need to have acquired by the end of each year. Children are guided towards this within each lesson through the use of historical skills and key concepts.

By the end of EYFS pupils should be able to:

- show interest in the lives of people who are familiar to them.
- remember and talk about significant events in their own experiences.
- recognise and describe special events including those for family or friends.
- talk about some of the similarities and differences in relation to friends and family.
- enjoy joining in with the family customs and routines.

By the end of Key Stage One pupils should be taught to:

- develop an awareness of the past, using common words and phrases relating to the passing of time.
- they should know where the people and events they study fit within a chronological framework.
- be able to identify similarities and differences between ways of life in different periods.
- they should ask and answer questions, using parts of stories and other sources to show that they know and understand key features of events.

By the end of Key Stage Two pupils should be taught to:

- develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study.
- note connections, contrasts and trends over time and develop the appropriate use of historical terms.
- regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.
- understand how our knowledge of the past is constructed from a range of sources.

Assessment and Monitoring:

Pupil attainment is assessed in accordance with the school policy. Mid-term and end of year assessments take place in which teachers will make a judgement as to whether each child is working above, below or on target. Children's work is marked and assessed in line with our assessment and marking policy, which is then used to inform planning. Teachers ensure that lessons have a clear focus and objective and that learning experiences are evaluated.

Inclusion:

At Mayespark Primary School, we aim to enable all children to achieve to their full potential. This includes children of all abilities, social and cultural backgrounds, those with disabilities, EAL speakers and those with special educational needs. We seek to provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. At Mayespark, we achieve this by setting common tasks which are open-ended and can have a variety of responses. Additionally, class teachers will plan for and provide resources of different complexities depending on the ability of the child.

Role of the Subject Leader:

The history subject leader is responsible for the teaching, assessing and resourcing in the school. The subject leader will ensure resources are available to use by all staff and children have access to relevant resources to facilitate their learning. In addition, the subject leader is expected to develop staffs' professional development. Assessment and monitoring progression of the subject is also the responsibility of the subject leader, they will evaluate the curriculum annually to ensure all children are receiving quality lessons.