

ASTON ALL SAINTS C OF E PRIMARY SCHOOL
A School in the Diocese of Sheffield Academy Trust

History Policy

September 2022

Review Date: September 2023

Rationale

History is taught at Aston C of E Primary School to stimulate the children's interest and understanding about the life of people who lived in the past. We teach children a sense of chronology, and through this they develop a sense of identity and a cultural understanding of their historical heritage. Therefore, 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. In our school, history makes a significant contribution to Citizenship Education by teaching about how Britain developed as a democratic society. We teach children to understand how events in the past have influenced our lives today; we also teach them to investigate these past events and, by so doing, to develop the skills of enquiry, analysis, interpretation and problem-solving.

Aims

The aims of teaching history in our school are:

- To foster in children an interest in the past and to develop an understanding that enables them to enjoy all that history has to offer;
- To enable children to know about significant events in British history and to appreciate how things have changed over time;
- To develop a sense of chronology;
- To know and understand how the British system of democratic government has developed and, in doing so, to contribute to a child's citizenship education;
- To understand how Britain is part of a wider European culture and to study some aspects of European history;
- To have some knowledge and understanding of historical development in the wider world;
- To help children understand society and their place within it, so that they develop a sense of their cultural heritage;
- To develop in children the skills of enquiry, investigation, analysis, evaluation and presentation.

Teaching and Learning Overview

Our whole school approach to history teaching and learning is in line with the recommendations of the National Curriculum and the requirements outlined in the Department for Education History Programme of Study for Key Stage 1 and 2.

History teaching focuses on enabling children to think as historians. We place an emphasis on examining historical artefacts and preliminary sources. In each key stage 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 their event 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 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. Opportunities are also offered in role play within the context of a lesson, series of lessons or a whole day in which all the children are involved.

In the Foundation stage, we teach history as an integral part of the topic work covered during the year. We relate the history side of the children's work to the objectives set out in the Early Years Curriculum which underpin the curriculum planning for children in FS2. History makes a contribution to the Early Learning Goal objectives of developing a child's understanding of the world through activities such as dressing up in historical costumes, looking at pictures of famous people in history or discovering the meaning of new and old in relation to their own lives, for example, what they could do as a baby, what their parents wore as children, looking at paintings of long ago as part of work in art.

In Key Stage 1, Children will be taught the following areas of study:

- Changes in their own lives and in the 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 (for example artists, engineers, explorers, inventors, pioneers, rulers, saints, scientists);
- Past events from the history of Britain and the wider world eg events such as the gunpowder plot, the Olympic games, the Great fire of London etc.
- A local history study, such as mining, the local area and that of a contrasting locality – *for example Whitby*

In Key Stage 2, Children will be taught British and World history in the following areas of study:

- Changes in Britain from the Stone Age to the Iron Age
- The Roman Empire and its Impact on Britain
- Britain's settlement by Anglo Saxons and Scots and The Viking and Anglo-Saxon struggle for the Kingdom of England

- A study of a theme in British history post 1066
- A local history study, such as mining, the local area and that of a contrasting locality
- Ancient Egypt (Early Civilizations' achievements and an in-depth study)
- Ancient Greece
- Benin and Early Islamic Civilisation (A non-European society that contrasts with British history).

Displays of the topics being taught in History will be displayed in classrooms and around school.

Implementation

History is taught in a whole-class setting by the class teacher.

Teachers plan history using our progression documents, which is based on the National Curriculum, coupled with Focus Education history resources to support our teaching of history. In addition, we use the Essential Curriculum to further support and assess learning, which is broken into Milestones. We teach history as a series of lessons where a particular skill or skills and concepts are developed. Each class has a timetabled lesson of at least one hour per week.

The lessons are designed to motivate, captivate and interest children from the first moment. They have clear, achievable objectives and incorporate different learning styles. SEN children have access to the curriculum through variation of task, grouping or support from an adult.

Assessment

We measure the impact of our curriculum through assessment, recording and monitoring. Children become more confident in analysing their work and giving their opinion on their own and other pupils work. Children show competences in improving their resilience and perseverance by continually evaluating and improving their work. Children are involved in peer and self-assessment through lessons. All children in school can speak confidently about their history work and their skills.

We recognise the fact that in all classes there are children of varied abilities and we seek to provide suitable learning opportunities for *all* children by matching the challenge of the task to the ability of the child. History forms part of the school's curriculum policy to provide a broad and balanced education to all children. We provide learning opportunities matched to the needs of all children. We take into account the targets set for individual children in their Individual Education Plans (IEPs).

We achieve this by:

- Using learning intentions to support and develop progress in history through focused aims and outcomes; so that the child understands what they are learning to do and equally child and teacher understand what the outcome of that learning will be;
- Setting common tasks which are open-ended and can have a variety of responses;
- Grouping children into fours to allow discussion between various abilities. This will allow partner/group talk to be a driving force behind creating their own interpretation of the past;
- Using classroom assistants to support individuals or groups.

Assessment of history is carried out by making informal judgements as we observe them during each history lesson. Teachers may record the progress made by children against the learning intentions for their lessons. All year groups gather evidence of work towards the key skills in each year group, for a sample of pupils. This builds a basis for shared moderation, ensuring that work and expectations in each year group are pitched accurately. A cycle of monitoring and evaluation feeds into the 'What?' (policy), 'So what?' (collection of evaluation of evidence through pupil interview, lesson observation, the process of artistic endeavours etc.) and 'Now what?' (action planning, including ongoing continuous professional development).

Reviewed December 2022 by JH

To be reviewed September 2023 by JH