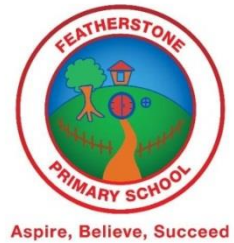


Featherstone Primary School

History Policy



Governing Board approval date: Nov 2024

Monitoring, evaluation and review: Every two years

The Legal Requirements

Featherstone Primary School provides History education in accordance with the statutory requirements of the National Curriculum.

Aims

The aim of History teaching at Featherstone Primary School is to stimulate a high-quality history education that will help pupils gain a coherent knowledge and understanding of Britain's past and that of the wider world.

We teach children a sense of chronology, and through this they develop a sense of identity and a cultural understanding based on their historical heritage. We aim to teach History so it helps pupils 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 time. They learn to value their own and other people's cultures in modern multicultural Britain. We also teach children to investigate these past events and by doing so, to develop the skills of enquiry, analysis, interpretation, empathy and problem solving. History makes a significant contribution to citizenship education by teaching about how Britain has developed into a democratic society.

The teaching of the National Curriculum History objectives are to:

- 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.

Focus:

By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.

Key Stage 1

Pupils should 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 and identify similarities and differences between ways of life in different periods. They should use a wide vocabulary of everyday historical terms. They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. They should understand some of the ways in which we find out about the past and identify different ways in which it is represented.

In planning to ensure the progression described above through teaching about the people, events and changes outlined below, teachers are often introducing pupils to historical periods that they will study more fully at key stages 2 and 3.

Pupils should be taught about:

- changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life
- events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries]
- the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell.
- significant historical events, people and places in their own locality.

Key Stage 2

Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity, difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources.

In planning to ensure the progression described above through the specified teaching of the local, British and world history, teachers should combine overview and depth studies. This will help pupils understand both the long arc of development and the complexity of specific aspects of the content.

Teaching and Learning

It is the responsibility of each teacher to ensure that History is taught in each year group and that lessons are well-planned and pitched in accordance with the National Curriculum. Teachers should plan for history units of learning within their long and medium-term planning, which is checked by the History leader/Assistant Headteacher to ensure that statutory requirements are met.

TEACHERS WILL ENSURE THAT:

- History learning is covered in its entirety including knowledge, skills and understanding.
- Each unit being planned includes opportunities for children to investigate, handle artefacts, pictorial evidence, watch historical footage, take part in role play activities, visit relevant sites and museums and where appropriate, experience oral history.

Time Allocation

Throughout the academic year, the planning, teaching and learning of History should be pre-planned in the long-term then medium-term planning. There are no set requirements at Featherstone Primary School that History must take place weekly, or for 6 hours per term, etc., however when History is planned for and taught, it must be of a high-quality and ensure depth and breadth of the objectives and skills outlined above. Children must progress to their next year group having had exposure and coverage of their full entitlement as set out by the National Curriculum and the planning expectations at Featherstone.

Planning

Teachers must ensure that in planning their lessons they cater for all abilities and include differentiated activities. This may be in written or pictorial form or indeed through the use of questioning and challenging their thinking. Every effort is made to involve all children in their learning using artefacts, stories, ICT, trips to places of worship and a philosophical approach.

Whenever possible and appropriate, cross curricular links should be identified in the teaching of History to other curriculum areas.

History and inclusion / equal opportunities.

All children will be given access to History irrespective of race, gender, creed, level of ability or nationality. Mutual respect and tolerance for all cultures will be promoted through the study of History. This corresponds with the school's curriculum policy of providing a broad and balanced education to all children. Through our History teaching, we provide learning opportunities that enable all pupils to make good progress. We strive hard to meet the needs of those pupils with special educational needs, those with disabilities, those with special and those learning English as an additional language.

When progress falls significantly outside the expected range, the child may have special educational needs. Our assessment process looks at a range of factors – classroom organisation, teaching materials, teaching style and differentiation – so that we can take some additional or different action to enable the child to learn more effectively.

Intervention through SEND policies will lead to the creation of an Individual Teaching Plan (ITP) for children with special educational needs.

We enable all pupils to have access to the full range of activities involved in learning History. Where children are to participate in activities outside the classroom, we carry out a risk assessment prior to the activity to ensure that the activity is safe and appropriate for all pupils.

Monitoring, evaluation and review

Monitoring of the standards of the quality of teaching in History is the responsibility of the History subject leader/Assistant Headteacher. The work of the subject leader also involves supporting colleagues in their teaching, being informed about current developments in the subject and providing a strategic lead and direction for the subject in the school. The subject leader has specially allocated time in which to fulfil this role by carrying out book scrutinies and observations. The Policy will be brought to the attention of all staff, parents and pupils in September each year. It will be reviewed every two years.