



Colgate Primary School History Policy 2021

OUR VISION: *Working together to be our best*

Approved by:

Curriculum and
Progress Committee

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1. Aims

The aims of our History curriculum at Colgate are to:

- Stimulate an interest in the past and to develop an understanding that enables them to enjoy all that history has to offer.
- Develop children's understanding of how events in the past have influenced our lives today; ensuring children investigate these past events and, by doing so develop the skills of enquiry, analysis, interpretation and problem-solving.
- Allow children to develop a sense of chronology, and through this they develop a sense of identity and a cultural understanding based on their historical heritage.
- Help children understand society and their place within it, so that they develop a sense of their cultural heritage.
- 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.

2. Statutory requirements

As outlined in the 2014 National curriculum, a high-quality history education will help pupils gain a coherent knowledge and understanding of Britain's past and that of the wider world. There is no statutory requirements in the specific topics taught, however, the curriculum lays out the statutory skills and over all objectives. The National curriculum can be found in appendix one.

3. Policy development

This policy has been developed in consultation with staff, pupils and parents. The consultation and policy development process involved the following steps:

1. Review – a member of staff or working group pulled together all relevant information including relevant national and local guidance
2. Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations
3. Parent/carer consultation – parents and carers are invited to raise questions about the policy
4. Ratification – once amendments were made, the policy was shared with governors and ratified

4. Definition

History allows children to find out about Britain's past and that of the wider world. It inspires pupils' curiosity to know more about the past. It equips pupils to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. History 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.

5. Delivery of History

At Colgate Primary School history is taught through a topic approach alongside Design & Technology, Geography and Art. Our Curriculum is carefully planned over a two year cycle to engage and excite all our learners. 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 and distribution of work across each term.

History teaching focuses on enabling children to think as historians. We place an emphasis on examining historical artefacts and primary sources. In each key stage we give children the opportunity to visit sites of historical significance and engage in first hand historical experiences. We encourage visitors to come into the school and talk about their experiences of events 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.

We recognise the fact that in all classes there are children of widely-different abilities in history and we seek to provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child.

We achieve this by:

- setting common tasks which are open-ended and can have a variety of responses;
- setting tasks of increasing difficulty. Not all children complete all tasks;
- providing resources of different complexity depending on the ability of the child;
- developing skills for children to apply to new content.

We ensure all history lessons are engaging and promote a love of the subject for the children.

6. Roles and responsibilities

6.1 The governing board

The governing board will approve the History policy, and hold the headteacher to account for its implementation.

6.2 The headteacher

The headteacher is responsible for ensuring that History is taught consistently across the school.

6.3 Staff

Staff are responsible for:

- › Delivering History in an enthusiastic way
- › Modelling positive attitudes to History
- › Monitoring progress
- › Responding to the needs of individual pupils

Staff who may have concerns about teaching History are encouraged to discuss this with the headteacher.

6.4 Pupils

All pupils are expected to engage fully with History Lessons. Children are given opportunities to share their historical experiences.

7. Training

Staff are trained on the delivery of History at staff meetings and it is included in our continuing professional development calendar.

8. Monitoring arrangements

The delivery of History is monitored by Rebecca Winn, Headteacher through:

Staff meetings

Focused learning walks

Pupils' development in History is monitored by class teachers as part of our internal assessment systems.

This policy will be reviewed by Rebecca Winn biannually. At every review, the policy will be approved by the Curriculum and Progress committee.

9. Appendix One

History programmes of study: key stages 1 and 2- National curriculum in England

Purpose of study

A high-quality history education will help pupils gain a coherent knowledge and understanding of Britain's past and that of the wider world. It should inspire pupils' curiosity to know more about the past. Teaching should equip pupils to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. History 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.

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 developed
- 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.

Attainment targets

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.

Subject content

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
- 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
- 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 and 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 teaching the British, local and world history outlined below, teachers should combine overview and depth studies to help pupils understand both the long arc of development and the complexity of specific aspects of the content.

Pupils should be taught about:

- changes in Britain from the Stone Age to the Iron Age
- Britain's settlement by Anglo-Saxons and Scots
- a local history study
- a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066

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