

History Policy



***'Learning for life,
building a firm foundation'***

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At All Saints, we believe that our vision, *Learning for life, building a firm foundation*, is really important in terms of history because we believe that children need firm foundations on which to build in all aspects of their lives. At All Saints we believe that 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 life of people who lived in the past. We teach children to understand how events in the past have influenced our lives today and by doing so to develop children's ability to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. As children progress through the school, we provide them with a chronological understanding of the past. 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.

Curriculum Intent

At All Saints our vision for history is that we provide every child with high quality experiences which engage and inspire them. Through the teaching of history, we aim to promote:

- An understanding of life in the present by exploring the past.
- A curiosity and inquisitiveness about life in the past.
- A sense of chronology.
- A knowledge of significant events in British History and an appreciation of how societies and people have changed over time.
- An understanding of society and their place within it, so that they can develop a sense of their own cultural heritage.
- An understanding of historical concepts such as cause/consequence, continuity and change.
- An understanding of how evidence is used to make historical claims.
- Perspective between local and international history encompassing all areas of history such as political and religious.

Curriculum Implementation

Our whole curriculum is shaped by our school vision which aims to enable all children, regardless of background or ability, to flourish and to achieve their very best. We teach the National Curriculum, supported by a clear skills and knowledge progression. This ensures that skills and knowledge are built on year by year and sequenced appropriately to maximise learning for all children.

It is important that children develop the skills of a historian by fully immersing them in all areas of the subject. History is taught at All Saints using a topic-based approach and an enquiry question is used for each unit e.g. Year 4 pose a question; Tudors: terrific or terrible? Skills and knowledge are then taught and cross curricular outcomes in history are specifically planned for, with strong links between history and English lessons identified, planned for and utilised.

Our local area and the history it holds is fully utilised to achieve desired outcomes, with opportunities for learning outside the classroom. School trips and visitors are provided to give first-hand experiences.

The **National Curriculum** 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 civilisation; 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.
- 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; and between short-and long-term timescales.

Curriculum Impact

It is our intention, at All Saints, to enable the children to think as historians with the emphasis on examining historical artefacts and other primary resources. The investigation of objects, photographs, works of art and texts provides the children with more valuable experiences than just studying books and websites. We also recognise and value the importance of stories in history teaching and we regard this as an important way of stimulating interest in the past as well as exploring history through English. We focus on helping children to ask searching questions about information they are given, encouraging discussion and debate.

At All Saints we aim to provide strong foundations for children's development of historical knowledge, skills and understanding, by making best use of primary and secondary sources on our doorstep. These include:

- The school itself – using log books and photos
- The hometown of Mary Ann Evans (George Eliot)
- Our local church
- The Coventry Canal
- The historical City of Coventry

Teaching and learning

Through history the children learn a range of skills, concepts, attitudes and methods of working.

Early years: History is taught in Reception as an integral part of topic work through child-initiated and adult led activities in the EYFS 'Past and Present' section of the Early Learning Goals. This involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them. The children are given opportunity to find out about the past and present events in their own lives, and those of their families and other people they know.

In the Foundation stage history makes significant contribution to developing a child's understanding of the world through activities such as looking at pictures, sharing stories and books, welcoming local visitors and visiting their locality. As well as building important knowledge, this extends their familiarity with vocabulary that supports understanding (for example now/then and old/new).

Key Stage 1: During Key Stage 1, pupils learn about people's lives and lifestyles. They find out about significant men, women, children and events from recent and more distant Britain and the wider world. They listen, respond to stories and use sources of information to help them ask and answer questions. They learn how the past is different from the present.

Key Stage 2: During Key Stage 2, pupils learn about significant people, events and places from both recent and more distant past. They learn about changes and continuity in their own area, in Britain and in other parts of the world. They look at history in a variety of ways, for example from political, economic, technological and scientific, religious and cultural perspectives. They use different sources of information to help them investigate the past both in depth and in overview, using dates and historical vocabulary to describe events, people and developments. They also learn that the past can be represented and interpreted in different ways.

Resources

Children will have access to a variety of resources to aid their learning that include; artefacts, prints and objects, photographs, text books and access to the internet. History resources can be found in each classroom with additional resources supplied by the coordinator when required.

History and assessment

Teachers will assess children's work in History by making judgements as they observe them during lessons and on completion of a piece of work. The teacher is expected to give oral or written feedback, as necessary, to inform future progress and planning.

Pupils are also encouraged to make judgements about how they can improve their own work. We use this as the basis for assessing the progress of each child and year group.

All assessments are then used to update SONAR on a regular basis. This is used as a tool to track children's progress at All Saints. Formative classroom assessments help to build an overall picture of their developing skills.

The History Subject Leader looks at examples of pupil's work, discusses learning with pupils, teachers and teaching assistants, and monitors the expected level of achievement in History for each year group in the school. The History Subject Leader is expected to keep abreast of current pedagogy for their subject and implement what is pertinent.

Equal opportunities

- We aim to give every pupil the opportunity to enjoy a variety of activities.
- Staff will create an environment that challenges stereotype and supports the appreciation of other cultures.
- Diversity and difference are celebrated and respected.
- All pupils will have an equal opportunity to reach their full potential across the History curriculum regardless of their race, gender, cultural background, or additional needs.
- We enable pupils to have access to the full range of activities involved in learning History. Where children are to participate in activities outside the classroom, e.g., a school trip, local study, we carry out a risk assessment prior to the activity, to ensure that the activity is safe and appropriate for all pupils.

Inclusion

We recognise that in all classes, children have a wide range of interests and abilities and so 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 in a variety of ways:

- Setting tasks which are open-ended and can have a variety of responses.
- Setting tasks of increasing difficulty.
- Grouping children in mixed ability groups.
- Providing resources of different complexity, depending on the ability of the child.
- Using classroom assistants to support the work of individuals or groups of children.