History Subject Policy

School Intent

At The John Harrox Primary School, our curriculum is designed to ensure children have a love for learning and a thirst for knowledge. It recognises children's prior learning, providing first hand learning experiences, allowing the children to develop interpersonal skills, build resilience and become creative, critical thinkers. Children's learning is viewed as a sequence, building blocks of knowledge overtime to achieve a bigger picture; cumulative knowledge is developed over time. Every child is recognised as a unique individual. We celebrate and welcome differences within our school community. The ability to learn is underpinned by the teaching of basic skills, knowledge, concepts and values. We constantly provide enhancement opportunities to engage learning and believe that childhood should be a happy, investigative and enquiring time in our lives where there are no limits to curiosity and there is a keen desire for new experiences and knowledge.

We promote 4 key outlooks on our world which include:

A Global Outlook

An Enterprising Outlook

A Creative Outlook

A Healthy Outlook

Each topic that is taught takes one outlook as a focus, ensuring a balanced coverage.

Intent	Implementation	Impact
At The John Harrox Primary School, we believe that teaching history helps our children develop a Global Outlook on the world in which they live. The nature of history as a subject provides many opportunities to develop key aspects of our curriculum. In particular the opportunity to become critical thinkers and through an understanding of chronology to achieve an understanding of a bigger picture. At The John Harrox Primary School it is our intention to achieve the aims and purpose of the National curriculum. The national curriculum states 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 past. Teaching should equip pupils to ask perceptive questions, think critically, weigh evidence, sift	**Time allocation** History topics will be taught in termly blocks. Lessons will last for approximately one hour per week. There will be three topics in each academic year, this will approximate to a minimum of 20 hours per year. **Planning and Resourcing** History planning is provided through medium and long-term plans which outline the topic, skills and progression needed: • The two year Long Term Curriculum Map (A/B) for each phase shows which themes are being taught and when. • The History Curriculum Map shows themes and key objective coverage across the whole school. • The History Progression Map outlines the specific skills that need to be taught and what	**Expected Outcomes** By the end of each key stage, pupils are expected to know, apply and understand the subject knowledge, skills and processes specified in the relevant programmes of study for history. **Assessment and Record Keeping** We report on pupil progress and attainment in history to parents, as required by law, annually. All class teachers will undertake regular, ongoing, formative assessments using the National curriculum objectives and recording these on classroom monitor. **Monitoring, Evaluation and Review** This policy should be reviewed by all staff and governors on a regular basis. To ensure that this policy is in practice, and to help teachers keep track of their own work and needs for support or training,

arguments, and develop perspective and judgement – skills that are prized in adult life.
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. (History National Curriculum)

National Curriculum History aims:

- 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

they will look like in each of the phases. It also includes they key vocabulary that should be taught in each History topic.

As part of the planning process teachers work in phase teams, they use these resources to support them in;

- Planning a sequence of lessons (including vocabulary) becoming the building blocks of knowledge over time.
- Devising challenging questions that enable children to apply their learning, reflect, and evaluate their work.
- Planning trips and/or arranging visits from experts that will enhance the learning experience

Teaching and Learning

EYFS

In Early years, History is an integral part of topic work. They explore these historical themes and content through the Understanding of the World strand of the EYFS curriculum. This involves guiding children to make sense of their physical world and their community through opportunities to explore, observe and find out about people, places and time through child initiated and adult led activities. The children find out about past and present events in their own lives and those of their family and people they know.

KEY STAGE 1 and 2

Throughout the school, History is mainly accessed through a topic or a historical theme. Children know

The history co-ordinator keeps an updated record of developments and monitors progress within this curriculum area.
This policy will be reviewed in 2021. Evaluation of the policy and practice will take place annually

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 We aim to teach the History subject content outlined in the National Curriculum in a progressive way, according to our subject progression maps and subject overviews.	from the beginning of KS1 that they are being taught a history lesson. History teaching focuses on enabling children to think as historians. We place an emphasis on examining historical artefacts and primary sources. We ensure that we use the many historical resources we have in our immediate locality including; Moulton village, the church, windmill and the artefacts from Moulton grammar school. 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 events in the past. Children have access to secondary sources such as books, videos and the internet in order to enquire about the past and conduct research. They listen to and interact with stories from the past, using drama and dance to act out historical events. Fieldwork, such as interviewing family and older friends, is encouraged. We focus on helping children understand that historical events can be interpreted in different ways and that they should always ask searching questions about information they are given. We also focus on the importance of chronology and the development of timelines, not just within a topic	

	but spanning a number of topics covered across the school. This allows children to build up a bigger picture, develop knowledge over time and enable them to remember what they have learned previously. History teaching fulfils many of the objectives set out in the Global outlook one of our four key outlooks. Through history, children see the diversity of human experience and understand more about themselves as members of society. What they learn will influence their personal choices, attitudes and values. **Equal Opportunities & Inclusion** The whole school policy with regard to inclusion, equal opportunities and differentiation applies to the teaching of history. History teaching at The John Harrox Primary School is fully inclusive. History activities are planned in such a way as to encourage the full and active participation of all pupils and work is differentiated as appropriate to the needs of the individual. A variety of techniques are used to encourage all children to actively engage in history activities. These include (but are not limited to) games, ICT, drama and role play. **Enrichment & Extension** During history topics children have opportunities to visit sites of historical significance. We also encourage visitors to come into the school and talk about their experiences of events in the past. Additional activities include history themed days	

	when children dress up, taste food etc. and immerse themselves into the topic. **Links to other subjects** History presents opportunities for the reinforcement of knowledge, skills and understanding developed in other curriculum areas. These opportunities can be exploited through aspects of: **Literacy**- opportunities to improve reading skills and comprehension through discussion of historical questions. Developing their writing ability by composing reports and letters and through the use writing frames. **Maths**- Use of and creation of timelines as part of development of understanding of chronology, analysis of statistics, census data etc. **ICT**- ICT is used in history to enhance skills in data handling and in presenting written work, it is also used to research information using the Internet. **Geography** – opportunities to use maps and atlases to find the locations of important events and to plot famous journeys.	