



Millhouse Primary School


History Policy

Aims and Objectives

The aim of history teaching here at Millhouse Primary School is to stimulate the children's interest, curiosity and understanding about the past. Through the curriculum pupils will gain a knowledge and understanding of Britain's past and that of the wider world. We teach children a sense of chronology and through this develop a sense of identity and an awareness of the challenges of their time. Teaching should equip children to ask questions, think critically, weigh evidence and develop perspective and judgement. History teaching should help pupils to understand the complexity of pupil's lives, the process of change, the diversity of societies and the relationship between different groups.

Objectives


- 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, to appreciate how things have changed over time and understand how Britain has influenced the wider world.
- To develop a sense of chronology and understand how they fit into the framework of the past, present and future.
- 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.

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- To have some knowledge and understanding of historical development in the wider world, including ancient civilisations empires and past non-European societies.
 - 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.
 - To ask historical questions and create their own structured accounts, including narratives and analysis.
 - To gain and use historical vocabulary.
 - To gain historical perspective by placing their growing knowledge into different contexts.
 - To understand historical concepts such as continuity and change, cause and consequences and use them to make connections.

Teaching and Learning Style

History teaching focuses on enabling children to think as historians. We place an emphasis on examining primary and secondary sources. Where appropriate, we give children the opportunity to visit places of historical significance. 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:

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- 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;
 - Grouping children by ability in the room and setting different tasks for each ability group;
 - Providing resources of different complexity depending on the ability of the child;
 - Using classroom assistants to support children individually or in groups.

History Curriculum Planning

At Key Stage 1 history units are arranged on a 2 year cycle; a 4 year cycle is in place at Key Stage 2 to ensure coverage of the knowledge curriculum (see long term curriculum map). We have developed a progressive framework to support our planning in history, focussed on the development of historical skills and understanding.


We ensure that there are opportunities for children of all abilities to develop their skills and knowledge in each unit and we build planned progression into our history curriculum so that the children are increasingly challenged as they move up through the school. This ensures that although they might study the same topic in history from Year 3 to Year 6, the expectations in terms of depth of knowledge and understanding and skills development are progressive.

Teachers devise medium term plans which outline the progression of knowledge and skills throughout the topic for their class.

The history subject leader reviews these plans on a regular basis.

EYFS

We teach history to Reception pupils as an integral part of the Understanding the World work covered during the year. As the reception class is part of the Early Years Foundation Stage of the National Curriculum we relate the history



side of the children's work to the objectives set out in the Early Learning Goal (ELG) Past and Present. Children at the expected level of development will:

- Talk about the lives of the people around them and their roles in society;
- Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class;
- Understand the past through settings, characters and events encountered in books read in class and storytelling.

The Contribution of History to Other Subjects

English

History contributes significantly to the teaching of English in our school by actively promoting the skills of reading, writing, speaking and listening. Some of the texts that we use in our English lessons are historical in nature. Children develop oracy through discussing historical questions or presenting their findings to the rest of the class. They develop their writing ability by composing reports, letters and other forms of writing in response to historical tasks.

Maths

History teaching contributes to the teaching of mathematics in a variety of ways. Children learn to use numbers when developing a sense of chronology through doing activities such as time-lines. Children learn to interpret information presented in graphical or diagrammatic form. Roman numerals are also taught within the maths curriculum.

Computing

We use ICT in history teaching where appropriate and we meet the statutory requirement for children to use ICT as part of their work in history at Key Stage 2. Children use ICT in history to enhance their skills in data handling, in presenting written work and researching information using the internet. `



Personal, Social and Health Education (PSHE) and Citizenship

History contributes significantly to the teaching of personal, social, citizenship and health education. Children develop self-confidence by having opportunities to explain their views on a number of social questions such as how society should respond to poverty and homelessness. They discover how to be active citizens in a democratic society by learning how laws are made and changed. They learn how to recognise and challenge stereotypes and to appreciate that racism is a harmful aspect of society. They learn how society is made up of people from different cultures and start to develop tolerance and respect for others.

Inclusion and the History Curriculum

SEND

At Millhouse Primary School we teach history to all children whatever their ability. History forms part of the school's curriculum intent to provide a broad and balanced education to all children. We provide learning opportunities matched to the needs of children with SEND and we take into account the targets set for individual children in their school focussed plans (SFPs) where appropriate.

Equal Opportunities

It is the responsibility of all teachers at Millhouse Primary School to ensure that children irrespective of ability, race, gender, age, faith, sexual orientation, and disability are given full access to the history curriculum and make the greatest possible progress in accordance with recent legislation. Please refer to the school's Equal Opportunities Policy.



Assessment and Recording

We assess children's work in history by making formative judgements as we observe them during each history lesson. On completion of a piece of work the teacher marks the work and comments as necessary. Reports to parents are completed during the academic year when indicators are made to the individual's progress in this area of the curriculum.

Monitoring and Review

The History Co-ordinator completes a subject audit and forms an action plan each year. Monitoring and review will take place according to current school practice.

This policy document will be reviewed every 12 months to assess its value as a working document.