



Edleston Primary School

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History Policy

Intent

At Edleston Primary we believe that History makes a valuable and distinctive contribution to pupils' education. Learning about the past and the methods used to study sources and draw conclusions helps pupils understand and contribute to the world in which they live.

Our History Curriculum follows the new National Curriculum introduced in September 2014. Where appropriate a themed learning approach to curriculum planning is employed within the school.

The teaching of History is organised through termly or half-termly units.

AIMS

- To help pupils develop a sense of identity through learning about their family, the development of their community, Britain, Europe and the world.
- To introduce children to what is involved in understanding and interpreting the past.
- To develop a range of skills necessary for historical enquiry and interpretation.
- To arouse an interest in the past and an appreciation of human achievement.
- To understand the present in the light of the past; the influence that events in the past have in shaping the present.

- To develop children's knowledge and understanding of major issues and events in the history of their own community, locality, country and others.
- To acquire a chronological structure and language in order to provide a frame-work for understanding the past.
- To understand the difference between the past and present and that people of other times and places may have held different values and attitudes from ours.
- To enrich other areas of the curriculum.

OBJECTIVES

To enable children:

- To begin to understand that they are part of a community, country and world, with their own heritages and histories.
- To develop an understanding of their own and their families' past.
- To begin to understand the concepts of 'past' and 'future'.
- To use basic vocabulary related to time
- To begin to understand that evidence of the past comes in many forms and to use this evidence to raise and answer questions and to make deductions about the past.
- To place events, objects or pictures in sequence, explaining their reasons
- To place events and objects in chronological order.
- To use evidence to describe life in past times.
- To communicate their knowledge and understanding in a variety of ways.
- To identify differences between past and present times.
- To recognise similarities & differences between the past and present day.
- To be introduced to the particular language of historical periods and to a range of historical concepts appropriate to their level of study.
- To develop a knowledge and understanding of the links between history and other subjects within the curriculum and cross-curricular elements.
- To understand that evidence from the past can be interpreted in different ways.

Implementation

Unit content shows a balanced coverage and an enquiry based approach to teaching and learning. Opportunity is given for study "in depth" in each area of learning. Across each Key Stage, planning provides experience of different sources including museums, site visits and of different historical perspectives.

Pupils are taught procedures and skill in using sources and gradually make more independent studies using these materials. Pupils are taught to make judgments about evidence and be aware of different interpretations of the past. Pupils learn about attitudes and ideas of people in past situations and reflect upon them in debate, discussion and role play, recognising that we see the past through our own values. Pupils learn to draw their own conclusions about the past, based on evidence, imagination and questioning and present their ideas in a variety of forms, including drama, poetry and display and sustained writing in different forms. Pupils are given opportunities to read a range of historical material, including fiction.

EARLY YEARS FOUNDATION STAGE

History is taught through Understanding of the World. Children will look at similarities and differences between 'now' and 'then' and find out how aspects of life was different for their Grandparents.

KEY STAGE 1

During Key Stage 1 pupils will learn about people's lives and lifestyles. They will find out about significant men, women, children and events from the recent and more distant past, including those from the local area, Britain and the wider world. They will listen and respond to stories and use sources of information to help them ask and answer questions. They will learn how the past is different from the present. Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. They will learn 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 will use a wide vocabulary of everyday historical terms. They can 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 understand some of the ways in which we find out about the past and identify different ways in which it is represented.

KEY STAGE 2

In Key Stage 2, pupils 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 can note connections, contrasts and trends over time and develop the appropriate use of historical terms. They regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They construct informed responses that involve thoughtful selection and organisation of relevant historical information. They understand how our knowledge of the past is constructed from a range of sources.

Impact

The general school policies on assessment, recording, reporting and marking apply to History. Refer to Assessment and Marking Policy.

The History coordinator at Edleston Primary School is responsible for monitoring curriculum coverage and will review plans for each year group.

Monitoring

Governors monitor coverage of National Curriculum subjects and compliance with other statutory requirements through:

- School visits,
- meetings with the school parliament,
- sharing children's work
- feedback from staff.

Learning is monitored by the Leadership team and subject leaders across a variety of methods including:

- work scrutinies,

- learning walks,
- pupil interviews,
- analysing end of year data.

Inclusion

Teachers set high expectations for all pupils. They will use appropriate assessment to set ambitious targets and plan challenging work for all groups, including:

- More able pupils
- Pupils with low prior attainment
- Pupils from disadvantaged backgrounds
- Pupils with SEN
- Pupils with English as an additional language (EAL)

Teachers will plan lessons so that pupils with SEN and/or disabilities can study every National Curriculum subject, wherever possible, and ensure that there are no barriers to every pupil achieving. Teachers will also take account of the needs of pupils whose first language is not English. Lessons will be planned so that teaching opportunities help pupils to develop their English, and to support pupils to take part in all subjects; deepening and broadening their knowledge and understanding of concepts.

Further information can be found in our statement of equality information and objectives, and in our SEN policy and information report.

In accordance with school policy on differentiation and S.E.N, all children are given work suitable to their age, aptitude and ability.

Pupils can:

- Work on same content at different rates and levels through open-ended tasks matched to individual or group needs.
- Be helped to understand historical events and developments through studying the lives of individual people.
- Be taught concepts through discussion, concrete examples and practical activities.
- Exceptionally able pupils need open-ended tasks which enable them to tackle more complex issues.
- Understand more difficult concepts.
- Deepen and broaden their knowledge and understanding of the historical events on developments they are studying.
- Use a wider and more demanding range of sources.

History has a big part to play in helping to remove stereotyping. It is important to be aware that there is bias in anything we do and therefore resources, particularly photographs need

to be carefully selected. The children are encouraged to question the nature of evidence, as they do in history.

History has a particularly strong role to play in this. Pupils are introduced to aspects of their own culture in History. In consideration of other cultures, teachers are careful to choose resources which reflect different aspects of society.