

History Subject Policy

Policy Monitoring, Evaluation and Review

Version:	1.0
Date created:	November 2023
Author:	Karla Hussey and Jennie Daffern
Reviewed date:	
Date for review:	September 2024

Revision History:

Version	Date	Author	Summary of Changes:
1.0	November 2022	Karla Hussey	Initial policy written
1.1	November 2023	Karla Hussey and Jennie Daffern	Policy reviewed and updated to this format.

Aims and Objectives

Our aim at Fosse Mead Primary Academy is to encourage pupils to develop an appreciation and understanding of the past, evaluating a range of primary and secondary sources. Our historians will also be able to explain clearly how these sources give us an insight about how people around the world used to live and how these interpretations may differ. Pupils will be taught to make links between these areas of learning and migration with the aim of developing engaged, motivated and curious learners that can reflect on the past and make meaningful links to the present day. At Fosse Mead, we are committed to providing all children with learning opportunities to engage in history. This policy gives guidance on planning, teaching and assessment.

A high-quality history education will help pupils gain a coherent and chronological 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. In history, pupils find evidence, weigh it up and reach their own conclusions. To do this, they need to be able to research, sift through evidence, and argue for their point of view.

History aims to ensure that all pupils:

- To instil in the children a curiosity and understanding of events, places and people in a variety of times and environments.
- To develop an interest in the past and an appreciation of human achievements and aspirations
- To understand the values of our society
- To learn about the major issues and events in the history of our own country and of the world and how these events may have influenced one another.
- To develop a knowledge of chronology within which the children can organise their understanding of the past
- To understand how the past was different from the present and that people of other times and places may have had different values and attitudes from ours
- To understand the nature of evidence by emphasising the process of enquiry and by developing the range of skills required to interpret primary and secondary source materials
- To distinguish between historical facts and the interpretation of those facts
- To understand that events have a multiplicity of causes and that historical explanation is provisional, debatable and sometimes controversial.

INTENT

At Fosse Primary Academy, we provide a high-quality history education, taught chronologically, to gain a coherent knowledge and understanding of Britain's past and that of the wider world. Our novel-based approach in teaching History inspires children's curiosity to question and deepen their understanding of the past. Teaching and learning is planned as part of our creative curriculum to enhance children's ability to question, think critically and develop perspective and judgements.

It is our intention that the history curriculum at Fosse Mead sparks our pupils' enthusiasm to be deep thinkers and open-minded individuals who can confidently communicate their ideas, making connections between past and present civilizations.

IMPLEMENTATION

Some of the key historical elements taught across the school focus on children knowing and understanding significant aspects of history of the wider world such as ancient civilisations (Stone Age), the expansion and dissolution of empires (The Roman and Ancient Egyptians) and achievement and follies of mankind (World War 2). To support Historical enquiry skills in our children, teachers promote an emphasis on children to think as historians. In each key stage, children are given the opportunity to visit sites of historical significance as well as inviting historians to visit school to talk about their experiences, recreate historical experiences and examine artifacts.

Language and oracy are a key focus for children at Fosse Primary, across the school, teachers ensure they explicitly model and teach clear progression of vocabulary linked to history taught. Thus, enabling children to broaden their linguistic ability in being able to demonstrate common words and phrases of history over time. Our learning areas also provide plenty of opportunity to develop and enrich language as we have dedicated areas across the school, which reflect a period of history.

The history curriculum at Fosse Mead is coherently planned and sequenced, equipping pupils with knowledge, and appreciation for, their history and culture as a British citizen. Topics are informed by the National Curriculum and provide plentiful opportunities to build knowledge and understanding about other societies and epochs. We also believe in the importance of developing children's comprehensive understanding of the history in the children's locality. Each topic is introduced with reference to the chronology of previous topics (including those from previous years).

IMPACT

At Fosse Mead Primary Academy, the children are confident and enthusiastic in discussing what they have learned in history, using subject specific vocabulary that they have acquired through our teaching. Children retain prior-learning and explicitly make connections between what they have previously learned and what they are currently learning enhanced by the use of Flashbacks. The pupils become increasingly critical and analytical within their thinking; constructing informed and balanced judgements based on their knowledge of the past. Their work demonstrates that the subject is taught at an age-appropriate standard across the year groups, with opportunities for all children to access the learning. Subject outcomes are of a good quality and establish that pupils are acquiring knowledge, skills and vocabulary in a logical and appropriate sequence.

History in EYFS

Early Years History is taught in Reception as an integral part of the topic work through child-initiated and adult led activities. The children are given the opportunity to find out about past and present events in their own lives, and those of their families and other people they know. In the Foundation stage history makes a significant contribution to developing a child's understanding of the world through activities such as looking at pictures of famous people in history or discovering the meaning of new and old in relation to their own lives.

History in Key Stage 1

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.

History in 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.

Monitoring and Assessment

Monitoring takes place regularly through sampling children's work, and teacher planning, through a book scrutiny and lesson observations.

Equal Opportunities

Access to the curriculum should be ensured for every child regardless of age, disability, gender, sexual orientation, nationality, race, religion or socio-economic background by:

- Creating effective learning environments in which stereotypical views are challenged and pupils learn to appreciate and view positively difference in others.
- Ensuring all forms of bullying and harassment, including racial harassment, are challenged and dealt with appropriately.
- The provision of up-to-date, relevant resources without stereotypical bias.
- The provision of differentiated activities and experiences to enhance and support the learning of children.
- Encouraging all children to answer questions and take part in discussions by creating an atmosphere in which they feel secure.
- The provision of good role models by all the adults they encounter in school.