



## **History Policy**

<b>Formally adopted by the Governing Board of:-</b>	<b>Green Shoots Federation</b>
<b>On:-</b>	
<b>Chair of Governors:-</b>	<b>Tim Jermyn</b>
<b>Last updated:-</b>	

## **Our History Curriculum**

The Green Shoots Federation follows the Primary Knowledge Curriculum for history. This has been designed to be both knowledge-rich and coherently sequenced. Knowledge, in the realm of history, means not only *substantive knowledge* of historical events, dates and people in the past but also knowledge of *substantive concepts* in history (such as 'empire', 'monarchy' and 'civil war'), and *disciplinary historical concepts* (such as evidence, causation, significance and interpretation).

Our history curriculum allows children to develop a chronologically secure knowledge and understanding of local, British and world history. It is balanced to enable children to look in some depth at local, national and world history, encouraging children to explore the connection between significant events and people and how they have influenced the modern world. The content in the curriculum ensures children have a secure overview of a period, before studying aspects in more depth.

## **Statutory Requirements**

The school's programme fully meets the requirements of the 2014 National Curriculum and The Early Years Foundation Stage, but does not exclude the possibility of teaching other historical subject matter as part of a thematic topic.

## **Children's Experience in History**

We aim to stimulate the children's enjoyment, enthusiasm and curiosity for the past by presenting lessons in a lively and challenging way. The children will be given the opportunity to gain a wide spread of historical knowledge, to empathise and develop such skills as information finding, recording, questioning, critical argument, using evidence, and making comparisons. Children will also be encouraged to develop such attitudes as open-mindedness, tolerance and compassion.

We will incorporate first-hand and secondary experience in history in the following ways: by the study of the environment with its buildings and structures; presentations by the teacher; story telling; the use of appropriate recorded programmes and computer based material. Other sources of information will include textbooks, maps, photographs and paintings. First hand experience will be seen to be of the greatest value, and where possible, access to artefacts, visits to museums and historic sites and visitors to school will be arranged where appropriate.

The curriculum aims to ignite children's love for history, preparing them with essential knowledge throughout their primary school years, Key Stage 3 and beyond.

Children in Key Stage One will develop an awareness of the past, using common words and phrases relating to the passing of time. They will begin to understand how the people and events they study fit within a chronological framework.

Children in Key Stage Two will develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study.

## **Language Development**

It is the school's policy that all aspects of the children's use of language are developed in the subject area. Each unit taught has a knowledge organiser with key vocabulary. These are given to the children at the start of a unit and referred to in lessons. Copies are uploaded to the class pages of the school website by the class teacher.

## **I.C.T.**

The work in History provides a variety of opportunities for using I.C.T. Such opportunities are detailed in the planning.

## **Organisation and Planning**

In the Foundation Stage, History is taught as part of Knowledge and Understanding of the World as part of the Early Learning Goal, 'Past and Present'. Examples may include: talking about members of their family and community; naming and describing people who are familiar to them; commenting on images of familiar situations in the past and comparing and contrasting characters from stories, including figures from the past.

At Key Stages One and Two, History is taught as a discrete lesson, linking to themes within other topics as appropriate. Opportunity is given within some units for teachers to connect local history to the learning.

## **Children's Records**

In the Foundation Stage, records of the children's work are photographed and observations are recorded on Tapestry. When writing is required, work is recorded in each child's handwriting book. In Key Stages One and Two, work completed in class Topic books and individual folders will provide a record of their progress.

## **Assessment**

Assessment of the children's work is continuous and is achieved through marking, talking, observation and questioning. After each lesson, the class teacher uses an assessment grid to detail the attainment of each individual pupil. End of unit assessments are carried out by assessing the children against the objectives of the unit. Teachers assess the children as working "below" "at" or "above" current expectations for their age and Year group. This information is recorded termly on ScholarPack and analysed by the Subject Leader.

## **Recording Children's Progress**

1. Each child's attainment is recorded against the learning outcomes identified in the schemes of work and the specific knowledge goals.
2. A summary of the child's performance compared with the expected learning outcomes will be given in the annual report.

## **Evaluation**

After assessment the planned work is modified as is necessary to ensure prior learning is secure and built upon.

### **The Role of the History Subject Leader:**

- To take the lead in policy development and to ensure fidelity to the Primary Knowledge Curriculum scheme of work designed to ensure progression and continuity of history teaching throughout the school.
- To support colleagues in their implementation of the schemes of work and in assessment and record-keeping activities.
- To take responsibility for purchase and organisation of central resources for history.
- To keep up-to-date with developments and to disseminate information to colleagues as appropriate.
- To monitor progress in history work including:-
  - monitoring topic books and speaking to children about their learning;
  - observing the teaching and learning of History in classrooms;
  - scrutinising children's work for a variety of purpose and identify strengths and weaknesses;
  - to inform staff and governors of issues raised on a regular basis.