



HISTORY POLICY

Introduction

At Meadow Farm Community Primary School, we are committed to providing all children with learning opportunities to engage in history. History is about real people who lived, and real events which happened in the past. History is concerned with sequence, time and chronology and is the study of evidence about the past; it gives us a sense of identity, set within our social, political, cultural and economic relationships. History fires the children's curiosity about the past in Britain and the wider world and plays an essential part in preparing us for living and working in the contemporary world.

Pupils consider how the past influences the present, what past societies were like, how these societies organised their politics, and what beliefs and cultures influenced people's actions. As they do this, children develop a chronological framework for their knowledge of significant events and people. They see the diversity of human experience, and understand more about themselves as individuals and members of society. What they learn can influence their decisions about personal choices, attitudes and values. In history, children 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 – skills that are prized in adult life.

Curriculum Intent

History teaching offers opportunities to:

- 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

Implementation of policy

History is taught in three blocks throughout the year, so that children can achieve depth in their learning. Teachers have identified the key knowledge and skills of each blocked topic and the subject co-ordinator has given consideration to ensure progression across topics throughout each year group across the school. By the end of year 6, children will have a chronological understanding of British history from the Stone Age to the present day. They are able to draw comparisons and make connections between different time periods and their own lives. Interlinked with this are studies of world history, such as the ancient civilisations of Greece and the Mayans.

Cross curricular outcomes in history are specifically planned for, with strong links between the history curriculum and literacy lessons enabling further contextual learning. The local area is also fully utilised to achieve the desired outcomes, with extensive opportunities for learning outside the classroom embedded in practice. Planning is informed by and aligned with the national curriculum. Consideration is given to how greater depth will be taught, learnt and demonstrated within each lesson, as well as how learners will be supported in line with the school's commitment to inclusion. Outcomes of work are regularly monitored to ensure that they reflect a sound understanding of the key identified knowledge.

Teaching and Learning

Across the whole school, there are three key historical learning strands that the children will explore over the course of their education at Meadow Farm Community Primary –

- To investigate and interpret the past
- To build an overview of world history
- To understand chronology.

As pupils develop these skills in a range of contexts, so too will they develop the ability to be independent learners, using the key historical skills they have gained to analyse, question and compare sources of evidence to form their own judgements about the past. Learning from these strands helps children to foster an enthusiasm and sense of curiosity about the past, encouraging pupils in their first steps towards being life-long learners.

The learning intention for each lesson is informed by the National Curriculum and children are guided towards this within each lesson through the use of success criteria. Teaching and learning in geography is supported by a wealth of resources, such as books and key artefacts. Outdoor learning is planned for and progressive throughout the school. Knowledge organisers have been created for each topic containing with key knowledge and skills, along with key vocabulary, to support affective assessment and ensure progression across the school.

Impact

Our children at Meadow Farm will be equipped with historical skills and knowledge that will enable them to be ready for the curriculum at Key Stage 3 and for life as an adult in the wider world. Outcomes in our creative learning journey books, evidence a broad and balanced history curriculum and demonstrate the children's acquisition of identified key knowledge. Children review the agreed success criteria at the end of every session, whilst

also recording what they have learned comparative to their starting points at the end of every topic.

Emphasis is placed on analytical thinking and questioning which helps pupils gain a coherent knowledge and understanding of Britain's past and that of the wider world and are curious to know more about the past. Through this study pupils learn to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. We want our children to have thoroughly enjoyed learning about history, therefore encouraging them to undertake new life experiences now and in the future.

Assessment

Assessment for learning is continuous throughout the planning, teaching and learning cycle. Key historical knowledge is taught to enable and promote the development of children's historical enquiry skills.

Assessment is supported by use of the following strategies:

- Observing children at work, individually, in pairs, in a group and in class during whole class teaching.
- Using differentiated, open-ended questions that require children to explain and unpick their understanding.
- Providing effective feedback, including interactive marking through green pen questions where appropriate, to engage children with their learning and to provide opportunities for self-assessment, consolidation, depth and target setting
- Book moderation and monitoring of outcomes of work, to evaluate the range and balance of work and to ensure that tasks meet the needs of different learners, with the acquisition of the pre-identified key knowledge of each topic being evidenced through the outcomes.
- Use of specific and measurable learning objectives for each lesson with child and teacher review of the agreed success criteria.
- End of topic assessment that children complete in their books. This could be a range of question styles (multiple choice, matching, labelling, written response).
- Teachers and subject co-ordinator assess the children's knowledge and retrieval against the 'core knowledge' assessment document that is created by the class teacher. This document includes National Curriculum links, core knowledge, skills, key vocabulary and links to other topics.

The Foundation Stage

We teach History in our Reception and Nursery classes as an integral part of the topic work covered during the year. As these classes are part of the Foundation Stage of the National Curriculum, we relate the historical aspects of the children's work to the objectives set out in the Early Learning Goals (ELGs) which underpin the curriculum planning for children aged three to five.

Early years explore 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. They are assessed in line with our school assessment procedures which is in line with the statutory guidance for EYFS.

Planning and Resources

History resources are stored centrally within the cupboards in the Hall and are organised into topic themes. Our school library also contains a range of history topic books to support children's individual research. Children can also use ICT resources, remotely enabling parents to become involved in their child's learning. Planning is achieved collaboratively with parallel-class teachers and plans are saved electronically on the school server for ease of access.

Teachers have identified the key knowledge that is being taught, as well as the skills that are being developed across each topic, and these are recorded for each topic on a knowledge organiser. These are also explicitly outlined for each topic on the curriculum toolbox, which states the learning objectives for each lesson, thus showing the progression the children will make throughout the topic.

Monitoring and Review

Work scrutinies and discussions with pupils are undertaken during the year. Evidence of on-going work is also gathered through assemblies, school trips and displays. Children's work in History is assessed by making informal judgements. This is done through on-going observation and on completion of a piece of work. Progress is currently tracked half termly using class track and is reported annually to parents.

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Date ratified by the Strategic Committee:

Chair of the Strategic Committee



Signed:

Mrs M Gaiderman

Signed:



Mrs S Eyre

Head Teacher

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