

HISTORY POLICY DOCUMENT

RATIONALE

At Tickhill Estfeld School we are committed to providing all children with learning opportunities to engage in history. This policy sets out a framework within which teaching and non-teaching staff can work, and gives guidance on planning, teaching and assessment.

The school believes that through the teaching of history, children are given access to the past through the structured teaching of important events in the history of Britain, Europe and other parts of the world. They are helped to build a clear chronological framework of the development of societies from ancient to modern times by making links across the different study units. They are given opportunities to investigate local history and to learn about and interpret the past from a range of primary sources.

All pupils have the opportunity to study different themes and issues across time in order to underpin their understanding of chronological events. This is combined with carefully planned studies to ensure that pupils develop a deeper understanding of history and why studying it matters.

The vibrant and varied curriculum ensures that pupils understand key historical concepts and can confidently articulate the place history has in their own lives, in society and in the modern world.

INTENT

Aims and objectives

At Tickhill Estfeld Primary School, we aim to provide quality teaching and learning of history, to:

- help pupils gain a coherent knowledge and understanding of Britain's past and that of the wider world.
- inspire pupils' curiosity to know more about the past.
- equip pupils to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement.
- 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.
- enable children to use a variety of historical sources within their investigation;
- promote pupils' spiritual, moral, social and cultural development;
- promote citizenship.

The national curriculum for history aims to ensure that all pupils:

- know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world
- know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind
- gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'
- understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses
- understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed.
- gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.

Making use of our locality and wider links

At Tickhill Primary School, we aim to provide strong foundations for children's development of historical knowledge, skills and understanding, by making best use of primary and secondary sources on our doorstep. These include:

- The school itself
- The market town of Tickhill
- The city of Doncaster
- People in our community
- The Danum Museum

IMPLEMENTATION

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.

Key Stage 1 pupils should be taught about:

- changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life
- events beyond living memory that are significant nationally or globally
- the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods
- significant historical events, people and places in their own locality.

Key Stage 2 pupils should be taught about:

- changes in Britain from the Stone Age to the Iron Age
- the Roman Empire and its impact on Britain
- Britain's settlement by Anglo-Saxons and Scots
- the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor
- a local history study
- a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066
- the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China
- Ancient Greece – a study of Greek life and achievements and their influence on the western world
- a non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300.

Teaching and Learning

At Tickhill Estfeld Primary School, history is taught through a topic approach alongside Design & Technology, Geography and Art and other subjects.

A variety of enriching teaching and learning approaches are encouraged through:

- teacher presentations, role-play and storytelling;
- question and answer sessions, discussions and debates;
- individual and group research and presentations;
- investigating artefacts, maps, photographs, paintings and other documents as sources of evidence;
- critical analysis and evaluation of sources of evidence;
- Computing e.g. interactive white board and internet resources, CD ROMs, TV and other visual and audio resources;
 - Topic and Artefact Boxes for each area of the History Curriculum. Access to other Artefact Loan Boxes from the Museums Service in Doncaster;
- Fieldwork studies and visits to museums and sites of historic interest;
- Special Events, including visiting performers/speakers, Battle Re-enactments, Shakespearean plays, workshops etc.

Entitlement

All children regardless of race, culture, religion, social background, gender or academic ability, have equal access to History in order to develop their personal, historical capability. We carefully plan, monitor and assess to ensure all of our pupils feel valued. Visits to historical sites may be adapted to consider individual requirements. Learning is challenging, yet achievable by all children, whatever their abilities and differentiation is achieved by both work set and outcome. We aim to teach children to uphold where applicable, British Values and a mutual respect and tolerance of those with different faiths and beliefs.

Health and safety

Field-work and site visits are an important part of historical work, and school Health and Safety guidelines will be adhered to at all times. When planning trips all teachers are required to gain permission from the Head Teacher before confirming a booking. The teachers must also complete a risk assessment, even if it is a site that they have visited previously. Teachers should refer to the school's Health and Safety Policy and the safety procedures recommended in the DfES 'Health & Safety of Pupils on Education Visits' guidelines.

IMPACT

Assessment

At Tickhill Estfeld Primary School, assessment is an integral part of the teaching process. Assessment is used to inform planning and to facilitate differentiation. The assessment of children's work is on-going to ensure that understanding is being achieved and that progress is being made. Feedback is given to the children as soon as possible, and marking work will be guided by the school's Marking Policy. Monitoring takes place regularly through sampling children's work, and teacher planning, through book scrutiny and lesson observations.

Roles and Responsibilities

The History Co-ordinator is responsible for supporting colleagues in the teaching of history to:

- ensure progression and development of history within the curriculum;
- monitor the planning and quality of history lessons;
- keep abreast of current developments in the subject and make sure all staff are aware of these;
- evaluate strengths and weaknesses in the teaching of the subject and identify areas for improvement and development;
- monitor and update resources.

Co-ordinator release time will enable the co-ordinator to fulfil their role by allowing time for monitoring the implementation and impact of the History Curriculum.

**This policy was reviewed by
Rachel Woodward**

July 2023