

# The Asfordby Hill School



**Achieving High Standards in all that we do.**

## History POLICY

<b>This Policy Links With:</b> Teaching and learning Assessment SEN Policy	
<b>Recommended:</b>	Y
<b>Statutory:</b>	
<b>Date Reviewed:</b>	October 2019
<b>Date of Next Review:</b>	October 2021
<b>Committee Responsible for Review:</b>	QEHS
<b>Signature of the Chair of Governors:</b>	

**“We are not makers of history. We are made by history.”**

***Martin Luther King***

### **Rationale**

Asfordby Hill Primary School believes 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 school policy is developed in accordance with the National Curriculum for History and Foundation Stage Curriculum for People and Communities. Throughout this Policy, the term 'History' includes the Knowledge and Understanding elements of Foundation Stage Curriculum, alongside National Curriculum History for Key Stage 1 and 2.

Through history, pupils at Asfordby Hill Primary School will continue to deepen their understanding of 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, through respect, care and appreciation for the others.

### **INTENT**

To enable all children to:

- develop a sense of identity through learning about their family, the development of their community, Britain, Europe and the world.
- introduce children to what is involved in understanding and interpreting the past.
- develop a range of skills necessary for historical enquiry and interpretation.
- arouse an interest in the past and an appreciation of human achievement.
- understand the present in the light of the past; the influence that events in the past have in shaping the present.
- develop children's knowledge and understanding of major issues and events in the history of their own country and others.
- acquire a chronological structure and language in order to provide a frame-work for understanding the past.
- 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.
- enrich other areas of the curriculum.

The curriculum is designed to develop knowledge and skills that are progressive, as well as transferable, throughout their time at Asfordby Hill Primary and also to their further education and beyond.

## IMPLEMENTATION

- At Asfordby Hill we teach history in E.Y.F.S. as an integral part of the topic work covered during the year. We relate the historical aspects of the children's work to the objectives set out in 'Development Matters' and Early Learning Goals, which underpin the curriculum planning for children aged three to five. History makes a significant contribution to the objective in the ELGs of People and their Communities.
- As the children move into Key Stage 1 they will build on their earlier work. Teaching and learning will focus on developing an awareness of the past, using common words and phrases relating to the passing of time. They will develop their knowledge of 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 will 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 will develop their understanding of some of the ways in which we find out about the past and identify different ways in which it is represented. They will learn about people, events and changes outlined in the long-term planning, and will be often introduced to historical periods that they will study more fully at key stages 2 and 3.
- At Key Stage 2 teaching and learning will be extended through a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They will note connections, contrasts and trends over time and develop the appropriate use of historical terms. They will regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance and will construct informed responses that involve thoughtful selection and organisation of relevant historical information. They will develop an understanding of how our knowledge of the past is constructed from a range of sources. They will learn about British, local and world history outlined in the long-term planning, and will have opportunities to focus on in-depth studies to help understand both the long arc of development and the complexity of specific aspects of the content.
- At all key stages, strong links will be made with other teaching areas of curriculum subjects, wherever possible.
- History will become a stimulus and a springboard for the development of oracy, writing and reading and for the development of thinking and reasoning skills.
- On every appropriate occasion, teachers will use first-hand experience, visits, visitors, artefacts and the local and wider environment to engage children's interest and imagination.

History at Asfordby Hill is taught termly (one topic per term) 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 consideration has been given to ensure progression across topics throughout each year group across the school. At the beginning of each topic, children are able to convey what

they know already as well as what they would like to find out. This informs the programme of study and also ensures that lessons are relevant and take account of children's different starting points. 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.

Cross curricular outcomes in history are specifically planned for, with strong links between history and English lessons identified, planned for and utilised. The local area and community are fully utilised to achieve the desired outcomes.

### **Assessment**

Assessments are used to inform teaching in a continuous cycle of planning. Short term assessments are made at the end of each lesson to check pupils' understanding and to help with adjusting planning where necessary. Regular unit assessments are undertaken using the given assessment criteria for each individual unit, a child's outcome will be emerging, expected or exceeding. This information is then used to make a final judgement on the whole year's attainment.

### **Teaching history to children with special educational needs.**

We teach history to all children, whatever their ability. History forms part of the school curriculum policy to provide a broad and balanced education for all children. We provide learning opportunities that are matched to the needs of children with learning difficulties. Our work in history takes into account the targets set in the children's provision maps.

### **IMPACT**

The teaching of history at Asfordby Hill will result in the majority of children not only acquiring the appropriate age-related knowledge linked to the history curriculum, but also the skills which will equip them to progress from their starting points, and within their everyday lives.

All children will have:

- A wider variety of skills linked to both historical knowledge and understanding, and historical enquiry/investigative skills.
- A richer vocabulary which will enable to articulate their understanding of taught concepts.
- High aspirations, which will see them through to further study, work and a successful adult life in modern day Britain.