

# HAZELDENE LOWER SCHOOL



## HISTORY POLICY REVIEWED February 2015

SIGNED ..... DATE.....  
HEADTEACHER

SIGNED ..... DATE .....  
CHAIR OF GOVERNORS

**TO BE REVIEWED February 2017**

# HAZELDENE LOWER SCHOOL

## HISTORY POLICY

### **Purpose of History**

"A high-quality history education will help pupils gain a coherent 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."

New National Curriculum, September 2013

### **Aims and Objectives**

Through the teaching of History at Hazeldene we aim to:

- Help children know and understand the history of the British Isles with examples from the earliest times to the present day, including people's lives and how Britain has influenced and been influenced by the wider world.
- Cultivate an understanding of significant aspects of the history of the wider world, for example the nature of ancient civilisations.
- Ensure children begin to explore the historical meaning of abstract terms such as 'civilisation'.
- Give children opportunities to understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse, ask questions and create their own structured written accounts.
- Encourage children to understand how evidence is used rigorously to make historical claims and why contrasting arguments and interpretations of the past have been constructed.
- Promote historical perspective by 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.

### **Intended Outcomes**

Our teaching of history intends that the children will know, apply and understand:

#### **Early Years Foundation Stage**

- About past and present events in their own lives and in the lives of family members through talk.

#### **Key Stage One**

- A more developed awareness of the past.
- Common words and phrases relating to the passing of time.
- Where the people and events they study fit within a chronological framework.
- Identify similarities and differences between ways of life in different periods.
- A wide vocabulary of everyday historical terms.
- How to ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events.
- Some of the ways in which we find out about the past and identify different ways in which it is represented.

#### **Key Stage Two**

- A developing chronologically secure knowledge and understanding of British, local and world history.
- Some connections, contrasts and trends over time.

- Some appropriate use of historical terms.
- How to devise historically valid questions about change, cause, similarity and difference, and significance.
- How to begin to construct informed responses that involve thoughtful selection and organisation of relevant historical information.
- How our knowledge of the past is constructed from a range of sources.

The children will:

- Foster key skills of oral and written communication, application of number, problem solving and ICT.
- Have the tools to build upon their previous knowledge and understanding as they progress through the school.
- Have opportunities to research and communicate their interests and ideas through a variety of mediums.
- Nurture both analytical and enquiring approaches to history.
- Understand, respect and appreciate the diversity of historical cultures.
- Compare and contrast different historical periods with the present day in a chronological context.
- Provided with possibilities both in and out of school to work independently and cooperatively.

### **Teaching and Learning Styles**

Our history teaching at Hazeldene focuses on enabling children to think as historians. We place an emphasis on examining historical artefacts, primary and secondary sources. We intend to give children the opportunity to visit sites of historical significance, including those of local and wider interest. We encourage visitors to come into the school and talk about their experiences of events in the past. We recognise the value of stories in history teaching and regard this as an important way of stimulating history in the past. We focus on facilitating pupils' understanding that historical evidence can be interpreted in different ways. The children will be encouraged to analyse and ask searching questions of the evidence. They will

be encouraged to lead their learning, develop their use of language through oral communication and grammatically accurate, structured written accounts.

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

The History subject leader is responsible for monitoring the standard of the children's work and the quality of teaching in History. The subject leader is responsible for promoting the subject in order to foster children's enjoyment and academic development. The History subject leader keeps samples of year group planning and pupils' work in the subject leader file as examples of achievement in History in each year of the school. The role of the subject leader is to ensure the teachers have the necessary resources and training to teach History effectively.

### **Planning History within the Creative Curriculum**

History-based schemes of work at Hazeldene are planned within a 'creative' cross-curricular termly or half-termly topic or theme in each year group. Key ideas across the theme are mapped onto a termly or half-termly mind map (long term plan), then translated into a medium term plan for a particular unit of work in history. The key areas of learning and learning intentions for history planning are taken directly from The New National Curriculum in order to ensure pupils are taught the key skills necessary to progress further in history throughout their education at Hazeldene.

### **History in the Foundation Stage**

In the Foundation Stage at Hazeldene we encourage the development of pupils' Knowledge and Understanding of the World (KUW) in order to help them make sense of their individual worlds. As the Nursery/Reception Units follow the Early Years Foundation Stage (as part of The National Strategy), objectives for learning opportunities in history are taken from the Early Learning Goals (ELGs). History learning in the Foundation Stage therefore focuses predominantly about the passage of time in their own lives and the lives of those around them. We strive to make the most of opportunities to value children's histories and involve families in sharing memories.

## **History in Key Stage 1**

In Key Stage 1 we develop an awareness of the past, using common words and phrases relating to the passing of time. Children learn where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. Children use a wide vocabulary of everyday historical terms. They 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 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**

In order to build upon the key skills taught in Key Stage 1, children 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 note connections, contrasts and trends over time and develop the appropriate use of historical terms. They regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They construct informed responses that involve thoughtful selection and organisation of relevant historical information. They understand how our knowledge of the past is constructed from a range of sources.

## **Resources**

Resources are audited yearly and teachers are kept informed by the subject leader of the variety and location of resources available to aid the teaching and learning of history.

## **Assessment in History**

Class Teachers have the responsibility to assess pupils' attainment against the intended Key Stage outcomes as outlined in the New National Curriculum, 2013. Marking and assessment is conducted in line with school policy.

### **Partnership with Parents/Carers**

Parents/carers have the opportunity to discuss their child's progress at parents' evenings in the Autumn and Spring Term and are informed via annual school reports in the Summer term. Parents may also be invited to see other topic related work at other times (e.g. class assemblies, open afternoons, displays of topic books etc) and are encouraged to support their child's learning through topic related homework e.g. 'take home tasks' and Its Learning tasks posted on the class page.

### **History and Inclusion (SEN, AG&T, EAL, Pupil Premium, LAC, Ever 6 and all vulnerable groups)**

At Hazeldene we teach History to all children, setting learning challenges to suit their individual learning abilities. History forms part of the school curriculum policy to provide a broad and balanced education to all children. Through our history teaching we provide learning opportunities that enable all pupils to make progress.

### **Equal Opportunities**

The staff and pupils at Hazeldene believe that everyone should have access to the history curriculum, regardless of sex, race or disability. We ensure that we study a range of famous people encompassing both sexes and many diverse ethnic origins.

### **Evaluation**

This policy will be monitored and reviewed by the History Subject Leader.

February 2015