



Newburgh
Primary School

History Policy

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Intent:

At Newburgh Primary school, we believe that a high-quality history education will help pupils to gain a coherent knowledge and understanding of Britain's past and that of the wider world and their place within it. We teach children a sense of chronology, and, through this, they develop a sense of what has come before and how this has impacted on them as individuals. We develop their skills as historians, exciting their curiosity and developing their enquiry skills to enable them to develop perspective and judgement.

Woven within our curriculum are stories of real people that ensure children develop compassion and empathy to interpret human dilemmas and difficulties that have faced humanity. By considering how people have lived their lives in the past, they will value and consider their own life choices within a multi-cultural community and appreciate the challenges of our times.

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
- Be able to use 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
- Have 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

Implementation:

Here at Newburgh Primary School pupils follow our history curriculum that gradually develops learning, the outcome being the acquisition of knowledge and skills that enable each pupil to enquire, research and analyse. Pupils will have a coherent understanding of Britain's history, as well as that of the wider world, and the chronology that underpins both. Children will know more, remember more and understand more.

The key concepts that underpin the teaching of history are:

Change

The process or actions by which something or someone becomes different. Historical change may be gradual over an extended period or very sudden. Change can be positive and precipitate social and economic progress, or it may be considered regressive and have negative outcomes. Historians seek to identify, describe, explain, and evaluate the impact of change over time.

Continuity

Although many things about a society may change over time historians recognise that other aspects of life and living conditions such as cultural and religious traditions, institutions and economic systems can and do remain much the same.

Causation

The relationship between events where one thing occurs because of another. Causation recognises that every event is the consequence of something that has happened previously, and this most recent event will in turn be the cause of something occurring in the future.

Significance

The process of identifying specific events, people, places, themes, and ideas from the past as being of greater importance or more notable than others in terms of their impact and justifying why.

Similarity and difference

Drawing comparisons between people's way of life at two points in time or between communities living in different places at around much the same time.

Perspective

When attempting to interpret and make meaning of the past historians recognise that judgements are influenced by the standpoint or world view of the observer. The way that commentators 'see' things is influenced by their own unique set of beliefs, values and experiences. Consequently, historians will frequently see the same event differently and use different language to make sense of it.

Sources

Written, visual or artefactual evidence from the past which historians use to acquire information and to reach judgements about how people lived and what they thought. Every historical source provides some information about the past although some sources will inevitably be considered more significant than others.

Chronology

Arranging or sequencing historical events in their correct order of occurrence, which is enabled by the cognitive process of *chronological thinking* – the deliberation undertaken to arrive at a decision.

Empathy

The capacity to place oneself impartially in another's position to better understand their motives, decisions, and actions (even if they are not shared values) from their perspective.

History curriculum planning:

History is a foundation subject in the National Curriculum. We use the National Curriculum as the basis for our curriculum planning in history, but we have adapted this to our local context. Our long-term history plan ensures that the substantive knowledge of the past; people, events and ideas is sequentially taught in a way that allows pupils to gain a rich knowledge of the period and engage meaningfully with concepts such as parliament, civilisation, invasion, settlement and democracy.

We have a long term plan that divides the progression of history skills or disciplinary knowledge into four areas of learning; chronological awareness, knowledge and understanding, historical contexts and organise, evaluate and communicate information. We have planned progression into the development of history skills so the children are increasingly challenged as they move through the school. Our LT plans are held centrally on the curriculum One Drive and we use Kapow published scheme to support our planning and delivery of History.

Each year group uses the long-term history plans to inform their medium-term topic plans, which gives more detail of how these objectives will fit together to create a coherent curriculum. We share these plans with our community through the school website.

The class teacher is responsible for the content of each history lesson. The specific learning objectives and expected outcomes for each lesson are clearly identified and shared with the children.

The Early Years Foundation Stage:

At Newburgh Primary School we develop the children's understanding of the world so that they can make sense of their physical world and their community. We ensure they frequently have personal experiences – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, they listen to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.

ELG: Past and Present

- Talk about the lives of the people around them and their roles in society.
- Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.

- Understand the past through settings, characters and events encountered in books read in class and storytelling.

History and inclusion:

At our school, we teach history to all children, whatever their ability and individual needs. This accords with the school's curriculum policy of providing a broad and balanced education to all children.

Through our history teaching, we provide learning opportunities that enable all pupils to make good progress. Teachers have high expectations for all pupils and use appropriate assessment to set ambitious targets and plan challenging work for all groups, including: More able pupils; pupils with low prior attainment, pupils from disadvantaged backgrounds, pupils with SEND, and pupils with English as an additional language.

We enable all pupils to have access to the full range of activities involved in learning history. Where children are to participate in activities outside the classroom, e.g. a visit to an archaeological dig, we carry out a risk assessment prior to the activity, to ensure that the activity is safe and appropriate for all pupils. We also encourage immersion days within year groups when children take part in activities all day based on their history topic.

Resources:

There are sufficient resources for all history teaching in the school. We keep these resources in a central store, where there are boxes of equipment for each unit of work. Class teachers also keep resources in their rooms where appropriate. The library contains a good supply of topic books and software to support children's individual research.

Impact

Assessment for learning:

Children demonstrate their ability in history in a variety of different ways. Younger children might, for example, act out a famous historical event, whilst older pupils may produce a PowerPoint presentation based on their investigation. Teachers will assess children's work by making informal judgements during lessons. On completion of a piece of work, the teacher assesses the work and uses this information to plan for future learning. Written or verbal feedback is given to the child to help guide his or her progress. Older children are encouraged to make judgements about how they can improve their own work.

At the end of a whole unit of work, the teacher makes a summary judgement about the work of each pupil in relation to the National Curriculum. We use these grades as a basis for assessing the progress of the child, and we give summative assessment grade in the Yearly report to parents and we pass this information on to the next teacher at the end of the year.

We recognise that in all classes, children have a wide range of ability in history, and we seek to provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this by:

- setting tasks which are open-ended and can have a variety of responses;
- setting tasks of increasing difficulty, some children not completing all tasks;
- providing resources of different complexity, depending on the ability of the child;
- using classroom assistants to support children individually or in groups.

Monitoring and review:

The coordination and planning of the history curriculum are the responsibility of the subject co-ordinator, who also:

- supports colleagues in their teaching, by keeping informed about current developments in history and by providing a strategic lead and direction for this subject;
- evaluates the strengths and weaknesses in history and indicates areas for further improvement;
- uses specially allocated time to review evidence of the children's work, and to observe history lessons across the school.