Queenswood Primary School

# **History Policy**

**May 2021**

**Introduction:**

* History is a statutory subject throughout the Key Stage 1 and 2. History as discrete subject isn’t statutory in Early Years, but throughout the experiences and opportunities presented through the Early Years’ curriculum, pupils are doing the ‘ground work’ for future learning in history.
* The requirements for KS1 sand KS2 as set out in the [Programmes of Study](https://www.gov.uk/government/publications/national-curriculum-in-england-geography-programmes-of-study) (PoS), are concise and set out the core knowledge that students should acquire. The PoS do not specify approaches to teaching, nor explain how to put the content into a teaching and learning sequence . The school has produced a progression document for the History curriculum to show the sequence of knowledge pupils should acquire as they progress through school.

### In our curriculum there is an emphasis on chronology, continuity and change and how historians know about the past.

Our 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.

As Queenswood School is situated within Telford, which emerged at as major new town in 1968, in the birthplace of industrial revolution (the Ironbridge Gorge). Because of this, our curriculum will regularly refer to this local context.

Safeguarding throughout the curriculum:

Safeguarding is central to the curriculum at Queenswood, and all subjects provide opportunity to develop children’s understanding of the world and how to stay safe. Through our history curriculum, children will develop further understanding of war and prejudice and will be better able to identify where prejudice exists today. Children will investigate how money, class, age and gender have offered different opportunities for people in many different cultures in the past, and consider how this affects people’s choices today.

Modern British Values and SMSC are embedded throughout the history curriculum through the exploration of different countries and their cultures and political models, teaching tolerance and understanding of others, as well as developing the concepts of democracy and the rule of law as they have developed over time and in different cultures. This allows us to compare Modern Britain with other countries and our own in the past.

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### **Planning**

When planning we focus on the following key concepts. This ensures that throughout a child’s journey through the school, their knowledge of these will grow and develop as they build a schemata of knowledge.

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| Invasion | Settlement | Religion | Migration | Trade |
| Power/Government | Conflict | Agriculture | Civilization | Monarchy |

History will be taught at Queenswood through the use of the school’s medium-term plans based on the 2014 National Curriculum and closely following the School’s History progression grids to ensure that knowledge builds in a sequential manner. As we have a 2-year planning cycle (due to mixed age classes) the units have been carefully selected to ensure that knowledge builds year on year, whichever route through topics are taken.

We plan schematically to help ensure the learning is meaningful, particularly for the disadvantaged pupils. This approach to planning also enables teachers to check on prior learning in order to build lessons connected to what pupils already know.

Links with other subjects are used whenever possible to allow for repetition, embedding of learning and a stronger schemata of learning, to enable children to know and remember more.

### **In Early Years**

History is taught in Reception as an integral part of the topic work through stories, child-initiated and adult led activities. Activities and opportunities are presented to children following the Understanding of the World Strand of the Development Matters document and on leaving Reception the aim is that children will be able to talk about their own families, discuss similarities and differences between people in their family and sequence family events and family members.

### **In Key Stage 1**

Pupils will develop knowledge their knowledge of the past and changes within and beyond living memory. Much history will be learned through stories shared as well as through the units studied. They will understand basic subject-specific vocabulary relating to the key concepts and begin to use the language of chronology.

**In Key Stage 2**

Pupils will extend their knowledge and understanding beyond the recent past to understand British and World History from Ancient Civilizations to 1066. They will also learn about more recent past in Upper Key Stage 2. This will develop their knowledge of chronology and the impact past societies have had on those which came later. They will develop their use of historical knowledge, vocabulary and understand the way historians use evidence to make interpretations of the past.

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| Quality first teaching in History has the following characteristics:   * **Using a broad variety of teaching approaches across topics and within lessons to ensure all pupils are catered for and engaged.** * **Providing pupils with feedback that focuses on the history objectives.** Pupils are then given sufficient time to respond. Teachers are really clear what they are looking for in terms of quality work related to that area of knowledge or development of concepts. * Teachers seeing the value of visits and visitors in history topics to enrich pupils’ lives. Ensuring these experiences are integrated into topics is vital to maximize learning with pre and post experience learning. * History displays both in and outside the classroom that are either supporting or celebrating learning. Timelines should accompany these displays. There are timelines in every class and in the school hall which highlight the key periods studied at Queenswood. * A clear focus on developing chronological understanding * Pupils’ prior learning being understood and valued to ensure history is taught in an inter-connected way and not as discrete, isolated units. * Historical interpretations are used to show how historians find out about the past, and how people’s interpretations can differ and change with time and perspective. |

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| **Museums and Artefacts**  At Queenswood first-hand experience of history outside the classroom is encouraged through the use of the artefacts (loaned by the museums/local school library service), immediate school surroundings and museum visits.   * Outdoor learning activities take place on a weekly basis for EYFS pupils. * Year 1 and 2 visit Ironbridge and Blists Hill museum. * Year 3 and 4 visit the Wrekin Hill and Wenlock Edge and Blists Hill, Birmingham Museum and Art Gallery. * Year 5 and 6 visit The Natural History Museum, The British Museum, Ironbridge and the Coalport Museum. |

**Recording and Assessment**

Pupils’ work is formatively assessed according to the progress they make towards the learning objectives set in each lesson. Pupils complete a mind map at the end of each unit of work to assess their Knowledge they have remembered and they complete the key questions from the knowledge organisers.. Lesson objectives are based on the School’s medium-term plans and the School’s progression document.

We assess by observing and questioning the children, carrying out a scrutiny of work and discussions with children across the school for progression and to identify the areas for improvement.

Progress and achievement in History is reported to parents and carers each year in the annual report. This information is then passed onto their next teacher in the way of a summative assessment based on the expected key knowledge acquired and skills learnt in that key stage. Children are then assessed as working below/within/above that key stage. The History Co-ordinator will consider the progress of each group and offer support to develop the teaching and learning.

### **Reading and history.**

Story telling is key. In EYFS and KS1 sharing stories is the prime strategy to introduce key concepts to pupils about people and places in the past. In Key Stage 2, reading fiction based in historical periods exposes children to what life was like for different people, and enables them empathise and make connections.

Information books relating to the period are an important source of knowledge for children, and children are provided with a range of texts at a suitable reading age for their ability to enable all pupils to be introduced to the language and structure of non-fiction texts, as well as the key knowledge they need.

**Inclusion**

All children are given equal access to the programmes of study through differentiated support. Risk assessments are carried out before all off-site activities take place and appropriate support planned for anyone with a disability or additional needs. Challenges and extension activities are provided for higher attainers and gifted and talented pupils.

**Role of the History Subject Leader**

* to develop the history policy throughout the school
* to ensure all pupils in all year groups are covering the History as set out in the national curriculum and in our school curriculum
* to monitor progress in history
* to monitor resources and ensure teachers and pupils have access to high quality information and sources
* to keep up to date with development in history education and share with colleagues
* to offer support and advice to colleagues
* to develop models of planning and support colleagues as needed
* to monitor the teaching of history to ensure children are developing knowledge of the key concepts and know more and remember more as they progress through the school

Signed ………………………………………………………………….……….(Head)

Review Date:

May 2022