

# BARNBY DUN PRIMARY ACADEMY



## HISTORY POLICY

The past has had an effect on all aspects of our lives. What has gone before has shaped and influenced what is happening today and what will happen in the future.

Through historical research, children can learn more about themselves and their families, about the experiences of other human beings, about their own locality and about their national past. History helps pupils make sense of the world in which they live.

### AIMS

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.

## **OBJECTIVES**

We should ensure that the children are provided with learning experiences that will help them to:

1. Develop a knowledge and understanding of history. They will need to:-
  - a] understand the concepts of past, present and future.
  - b] learn vocabulary related to time e.g. days of week, AD, BC. Use words such as 'now', 'long ago', 'ancient', 'old fashioned' etc..
2. Develop an understanding of their own and their family's past through grandparents, parents etc.
3. Show that they can identify differences between 'now' and 'then'.
4. Ask questions about the past and suggest reasons for events and actions.
5. Begin to understand that evidence of the past can be found in many forms e.g. old buildings, ruins, archaeological finds, street names, written accounts, stories, pictures, music etc...
6. Use both imagination and evidence to describe past times.
7. Learn to sequence objects, pictures and narrative accounts into a time order, thus developing a chronological framework.
8. To have the opportunity, through a cross curricular approach where

appropriate, to communicate knowledge and understanding in a variety of ways e.g. talking, writing, English, art, drawing, painting, model making, drama, movement, ICT etc..

9. Use both primary and secondary sources to discover about and interpret historical events and begin to understand that this evidence may be interpreted in different ways.
10. Describe and make links between the main events, situations and changes both within and across periods.
11. To be able to research questions that they themselves have asked in order to learn more about a specific aspect of a topic.
12. Derive a sense of enjoyment and excitement in history.

## **POLICY IN PRACTICE**

### **Curriculum**

The content of the history curriculum is taken from the National Curriculum (Curriculum 2014).

Work in history should be linked to the children's own interests, experiences and capabilities. History is taught on a four year rolling programme using a cross curricular approach where possible. The national curriculum is used to ensure historical skills, knowledge and understanding are being taught and progressively developed throughout the school. History is usually taught through a topic and in a block at various points during the year. There should also be opportunities to be spontaneous and complete mini topics if appropriate at various points during the Key stages.

### **Inclusion**

Children of all abilities can benefit from the study of history. All children will be given the opportunity to develop their abilities to their fullest extent regardless of age, gender, race, cultural or linguistic background, or any physical or sensory disability. Every opportunity will be made to provide for the individual educational needs of all pupils and where possible additional teacher support or special equipment/resources will be provided.

## **Learning and Teaching**

1. We believe that the history curriculum should be delivered as much as possible through first hand experience and the use of a wide range of historical sources which include: -
  - a] Artefacts                      objects to handle, study and speculate upon origin and use. The multicultural centre is used extensively along with the school's own collection.            (see guidance on using artefacts)
  - b] Visual Materials            books, pictures, photographs (old and new), maps (old and new), historical paintings, Internet clips.
  - c] Oral History                 listening to parents, grandparents etc... People who can come into school (e.g. elderly local residents) who can talk about their experiences and how things have changed.
  - d] Children are also encouraged to follow their own route of historical enquiry. We ask the children to form their own questions / areas within a topic to research using various sources. They are also encouraged to decide how to present their work to form their own research topic.

The children are much more interested in historical research if it is something that they have ownership of and have a personal interest. Children are asked to decide what should be included and what success criteria should be.

## **Planning**

History is planned, where possible, through topics of usually a half-term in duration using the suggested activities from various sources and the national curriculum to ensure skills and knowledge are being taught. To deliver an effective history curriculum, times, places, themes and skills should be integrated within the topic. This could be through task, outcome, level of support given or various groupings. We also plan opportunities for children to pose their own questions about a topic and research their questions and present their findings in ways of their choice (AFL).

## **Differentiation**

Work is differentiated to meet the needs of the individual children in a variety of ways. There may also be differentiation by outcome. The task may be similar for all children, but an open ended enquiry approach is used and the level of expectation of achievement varies according to the child's ability.

(See Guidelines for Differentiation)

## **Assessment**

Attainment in history is mainly teacher assessed. It is the teacher's responsibility to ensure the assessment opportunities are planned for. They should be ongoing throughout the historically based topics and in other areas where historical skills are linked discussion, observation and set tasks, including written work and the use of questioning activities are forms of collecting evidence. Children are also encouraged to carry out self and peer assessment against success criteria (AFL). At the beginning and end of each history topic the children are asked to carry out a mind map as a formative assessment at the beginning and then when the topic has finished as summative assessment. This shows the amount of knowledge gained throughout a topic. The children are encouraged to discuss if they feel they have successfully achieved the objective against the lessons' success criteria.

## **Health and Safety Procedures**

We have a high regard for the safety of the children in all activities. This is a particular consideration when organising class visits or taking children out into the local area. (See guidelines on school visits and LEA guidelines)

## **Resources.**

### **Provision and management**

History should be taught through first hand experiences whenever possible. Secondary sources may be used to develop skills which can be applied to later historical enquiry.

### **Equipment and materials**

There are history resources on the 'history shelves' for topics covered in school. Boxes are also kept in school with topic artefacts in ie Egyptians, the Greeks etc... There are sets of class topic books for KS2 children to use.

## **Cross Curricular Issues**

History offers many opportunities to be integrated into other subject areas such as English, Art, Drama, ICT, Design and Technology. It can also be linked with Geography. There are many opportunities for children's work in history to contribute to PSHE and to citizenship education.

## **PSHCE**

History can play a significant part in promoting citizenship through, for example:

- Developing pupils' knowledge and understanding about political aspects of history including central and local government, the key understanding about political aspects of history, and other forms of government, the key characteristics of parliamentary and other forms of government, the development of the franchise, the role of national and international organisations, and examples of different forms of action to effect change.
- Providing opportunities for pupils to discuss the nature and diversity of societies in Britain and the wider world.
- Developing pupils' enquiry and communication skills and, in particular, the ability to critically evaluate evidence and analyse interpretations.

**S Harris 2008**

**SH Updated 2010**

**SH Updated January 2014**

**SH Updated January 2015**

**SH & TB Updated September 2017**