



## Emmaville Primary School

### History Policy

History Co-ordinator: Hayley Brewster

#### Rationale

Emmaville Primary School believes that History makes a valuable and distinctive contribution to pupils' education. History encourages children to become critical thinkers by allowing them the opportunity to use different methods of enquiry. History can mean two things - the past and the study of the past. The past includes all aspects of our lives that have gone before. History shapes the customs and beliefs of the communities to which we belong. Learning about the past, and the methods used to study it, helps pupils to make sense of the world in which they live. History helps children to gain an understanding of chronology, they learn that it is about real people and real events and how decisions made in the past have shaped societies. It is important that we can find out what has happened in the past through the use of actual evidence which comes from many sources and is presented in many ways. Through history, pupils will develop the concepts of continuity and change which are frequently part of our everyday experience. Emmaville's History Curriculum is built on National Curriculum coverage and throughout their time at Emmaville, pupils will gain breadth of study and will have built up a knowledge of local and world history.

#### Aims and Objectives - Intent

- To develop an interest in the past and an appreciation of human achievements and inspirations that have influenced our lives today.
- To learn about some of the major issues and events in their own locality, country and the world. Learn how these events may have influenced each other.
- To help pupils develop a sense of identity through learning about their family, the development of their community, local and national historical heritage as well as their heritage in the wider world.
- To help pupils to have an appreciation of British Values, and how Britain developed as a democratic society.

- To teach children to value their own and other people's heritage in modern multi-cultural Britain.
- Cultural capital gives our pupils the vital background knowledge required to be informed and thoughtful members of our community.
- To acquire a chronological structure and language in order to provide a frame-work for understanding the past.
- To understand how the past was different to the present and that the people of other times and places may have had different values and attitudes from our own.
- To understand that there may be a number of reasons why events in the past may have been caused.
- To stimulate the imagination and to communicate clearly employing a wide range of media.
- To develop a range of skills necessary for historical enquiry and interpretation.
- To learn to be critical thinkers, to be able to analyse and interpret events of the past and to use historical skills to solve problems.
- By the end of KS2, the children will think as historians and be able to link historical events, understand and discuss periods of change and show an understanding and awareness of sources and how there can be conflicting evidence of historical events (and the reasons for this).

### **Approaches to learning - Implementation**

At Emmaville, teachers provide balance in teaching approaches, and the planned sequence of work throughout the school encourages pupils to use prior knowledge when approaching new work. Where possible, we encourage visitors to come into school to talk to the children about their experiences of events in the past. We use the locality, visits to places of historical significance and first-hand experiences to bring history to life for our children.

We want the children to acquire the following key ideas:

- That time passes in sequential order;
- That there are key vocabulary associated with the passage of time;
- That the passage of time changes us all;
- That the passage of time changes the world around us;
- We need to change what we do in response to the passage of time.

Pupils will be given the opportunity to handle artefacts and a range of sources, to use computers to communicate and handle information as well as to use stimulation software and CD Rom files. The children will be able to work independently, in mixed ability pairs, and in groups, allowing all children access to the curriculum.

A variety of teaching methods best suited to activities and interests of the pupils will be used. These will include:

- Presentation by teacher including story telling;
- Discussion and debate;
- Question and answer;
- Each one teach one cards and other active learning methods;
- Individual and group investigation;
- Television, radio, tape, video, film;
- Computing;
- Role play and drama;
- Fieldwork, visits to museums and historic sites;
- Use of artefacts.

**Emmaville's approach to learning will, provide opportunities for all children to develop as historians with skills that transfer across the curriculum.**

### **Early Years History Curriculum - Implementation**

In the Early Years Foundation Stage children begin to learn that as they grow up they are increasingly able to do more things for themselves independently. We use this emerging knowledge and understanding in our pupils to explore crucial early historical skills. The activities that we provide for the children in the early years, address a number of key historical concepts of chronological awareness. The activities are presented through a cross-curricular approach that aims to develop children's learning across a range of key learning areas. The children are introduced early on to methods which will help them to develop an understanding of chronology, which is crucial for communication and language and numerical literacy as well as later historical knowledge and skills.

Historical concepts in the early years include:

- Beginning to use historical based language - language associated with the passing of time;
- A sense of uniqueness and of belonging to a community;
- Developing a sense of historical enquiry;
- Comparison and contrast, similarity and differences, variety;
- Historical narrative and sequence and a sense of chronology and duration;
- An introduction to handling artefacts and the use of evidence.

### **Key Stage 1 and Key Stage 2 History Curriculum - Implementation**

The history curriculum has been developed in line with the National Curriculum and following ideas from Chris Quigley's Essential Curriculum and History Curriculum Companion.

The curriculum design is based on evidence from cognitive science and is underpinned by three main principles:

- Learning is most effective when there is spaced repetition, the children will have opportunities to acquire historical knowledge and to build upon this knowledge over a period of time.
- Interleaving helps pupils to discriminate between topics and aids long-term retention.
- Retrieval of previously learned content is frequent and regular, which increases both storage and retrieval strength.

The content of the curriculum is subject specific but we make intra-curricular links to strengthen schema.

The history curriculum is divided into four strands that run across each key stage. These concepts are:

- Investigate and interpret the past - use a range of evidence.
- Build an overview of world history - appreciate characteristic features of the past.
- Understand chronology - understand how to chart the passing of time.
- Communicate historically - use historical vocabulary to convey information.

Each concept has its own facets of knowledge which helps to strengthen the curriculum. The following knowledge categories are taught throughout KS1 & KS2: settlements, beliefs, culture and pastimes, location, main events, food and farming, travel and exploration, conflict, society and artefacts.

The history scheme of work has been created to help the pupils to organise knowledge into meaningful units by combining the four main concepts with knowledge categories. For example in KS1, whilst learning about Florence Nightingale, the children will learn about the legacy of Florence Nightingale, as well as looking at location, main events, society, conflict as well as being encouraged to use the relevant historical vocabulary.

In KS2, whilst studying the Romans, pupils will look at settlements, beliefs, cultures and pastimes, location, main events, travel and exploration, conflict, society, artefacts as well as being encouraged to use the relevant historical vocabulary.

### **Assessment - Impact**

The way in which we have designed the history curriculum is to help the pupils to meet the attainment goals, known as milestones. As learning is a change to long-term memory, it is impossible to see impact in the short term and we believe that sustained mastery takes time. The milestones describe attainment at the end of a two-year

period. The knowledge categories and proof of progress tasks help the pupils to meet these goals and we compare pupil's work over time assessing the impact.

Milestone 1 - at the end of Key Stage 1

Milestone 2 - at the end of Lower Key Stage 2

Milestone 3 - at the end of Upper Key Stage 2

### **The Role of the Co-ordinator**

- To take the lead in curriculum development in consultation with the headteacher, staff and governors;
- To monitor the teaching of history in the school, ensuring that there is sufficient coverage and progress in the subject;
- To lead curriculum meetings;
- To attend history network meetings and relevant courses;
- To support staff by providing information on training;
- To ensure that there are appropriate resources to support the history curriculum.

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