



Marsh Green Primary School

History Policy

Vision Statement

We at Marsh Green Primary School, firmly believe that each and every child deserves the very best opportunities and experiences to enable them to live fulfilling and successful lives and aspire to reach their full potential as a valued and respected member of the community.

"I will be the best that I can be"

At Marsh Green Primary School we are committed to providing all children with learning opportunities to engage in history. This policy sets out a framework within which teaching and non-teaching staff can work, and gives guidance on planning, teaching and assessment.

Why teach History?

History is about real people who lived, and real events which happened in the past. History is concerned with sequence, time and chronology and is the study of evidence about the past; it gives us a sense of identity. Pupils consider how the past influences the present, what past societies were like, how these societies organised their politics, and what beliefs and cultures influenced people's actions. As they do this, children develop a chronological framework for their knowledge of significant events and people. They understand more about themselves as individuals and members of society. What they learn can influence their decisions about personal choices, attitudes and values. In history, children find evidence, weigh it up and reach their own conclusions. To do this they need to be able to research, sift through evidence, and argue for their point of view - skills for life.

Aims

At Marsh Green Primary School, History teaching aims to encourage pupils to:

- Be curious and have an understanding of events, places and people in a variety of times and environments.
- Develop their interest in the past and have an appreciation of human achievements and aspirations
- Understand the values of our society
- Learn about the major issues and events in the history of our own country and of the world and how these events may have influenced one another
- Develop a knowledge of chronology within which they can organise their understanding of the past
- Understand how the past was different from the present and recognise that people of other times and places may have had different values and attitudes from ours
- Understand the nature of evidence, emphasising the process of enquiry and develop the range of skills required to interpret primary and secondary source materials
- Distinguish between historical facts and their interpretation
- Understand that events have a range of causes and that historical explanation is provisional, debatable and sometimes controversial

Curriculum - Teaching and Learning

We use a topic based approach and a variety of teaching and learning styles in history lessons. Children are taught in whole-class groups and have a day set aside to cover topics within school - these are blocked into termly units and the skills and themes taught ensure curriculum coverage. At the start of each unit, children are given a *Ley* learning sheet which sets out the knowledge and vocabulary they will encounter throughout the unit. We aim to make history exciting and encourage discussion across classes - a history focus for a term enables pupils to become immersed in the topic and using cross-curricular links makes the topic come alive.

Across a unit of lessons we aim to include ...

- A variety of interesting, engaging and challenging approaches to learning, including opportunities to engage in observation and recording, written and oral questioning and debate.
- Access to a range of primary and secondary sources
- Planned opportunities for partner talk.
- Drama and role play.
- A study of a range of texts and historical documents to support pupils to plan, draft and produce coherent independent writing.
- Visits, visitors and field trips.
- Opportunities for independent research using non-fiction texts and the internet
- An understanding of the legacy of the past

Continuity and Progression

Early Years

History is as an integral part of the topic work through child-initiated and adult led activities. The children are given the opportunity to find out about past and present events in their own lives, and those of their families and other people they know. In the Foundation stage history makes a significant contribution to developing a child's understanding of the world through activities such as looking at pictures of famous people in history or discovering the meaning of new and old in relation to their own lives.

Key Stage 1

During Key Stage 1, pupils learn about people's lives and lifestyles. They find out about significant men, women, children and events from the recent and more distant past in Britain and the wider world. They listen, and respond to stories and use sources of information to help them ask and answer questions. They learn how the past is different from the present.

Key Stage 2

During Key Stage 2 pupils learn about significant people, events and places from both recent and more distant past. They learn about change and continuity in their own area, in Britain and in other parts of the world. They look at history in a variety of ways and use different sources of information to help them investigate the past. They use dates and historical vocabulary to describe events, people and developments. They also learn that the past can be represented and interpreted in different ways

We recognise the fact that we have children of differing ability in all our classes, and so we provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this through a range of strategies which are differentiated by task, expected outcome and/or support from peers or adults.

Equality of opportunities

In History the National Curriculum is the starting point for planning a curriculum that meets the specific needs of individuals and groups of pupils. When planning teachers will modify, as necessary, the programmes of study to provide all pupils with relevant and appropriately challenging work at each key stage, in order to provide a more inclusive curriculum which: sets suitable learning challenges; responds to pupils' diverse learning needs and overcomes potential barriers to learning and assessment for individuals and groups of pupils.

Teachers planning will set high expectations and provide opportunities for all pupils to achieve so that all pupils can take part in lessons fully and effectively.

Assessment, Recording and Reporting

Assessment and Recording begins in Young Explorers and continues throughout the school. This is an integral part of the teaching process and is built into the planning of learning experiences and clearly relates to the learning outcomes that are proposed. Assessment activities should be wide ranging and matched to pupils' ability. At the end of a unit of work, an assessment recording sheet uses the teacher's judgements of pupil attainment and records those who are below or above the age related expectations. Reporting on a child's progress in History is a statutory requirement. An annual report relating to their child's progress in History is sent to parents.

Feedback is given to the children as soon as possible, and marking work is guided by the school's Marking Policy.

Monitoring

Monitoring takes place regularly through sampling children's work, and teacher planning, through a book scrutiny and lesson observations.

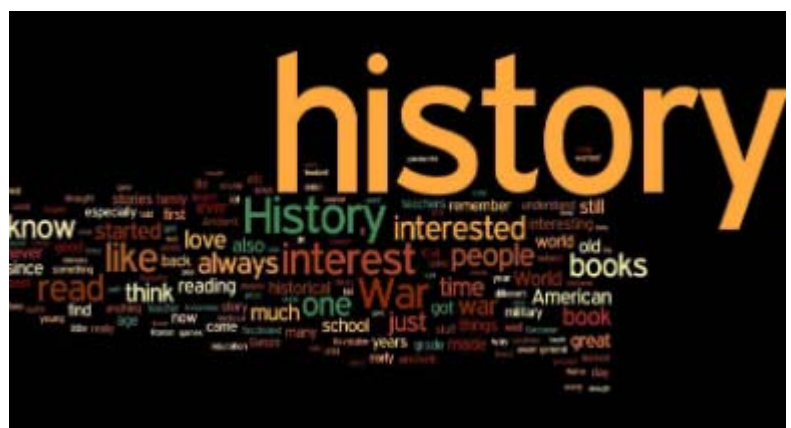
Role of the Lead

The subject is led by the school's history lead in KS1 and 2 and by the EYFS lead in EYFS. They are responsible for ensuring that the curriculum is disseminated to staff. It is the role of all the staff to set aside to review standards and monitor curriculum provision and ensure to ensure that class based resources are up to date

Resources

We have a wide range of text books and interactive boards to access the internet as a class. Visits are planned to enhance learning and give hands on activity. People with an interest, or expertise, in a particular topic or area of history may be invited into school to work with the children.

Policy written by H
Kelsall



CONTEXT STATEMENT

Intent: At Marsh Green, History is taught as part of a planned scheme of topics. We aim to inspire children's curiosity, encourage them to ask questions and give them a better understanding of both British society and the wider world. We want children to be inspired to learn about how the past has shaped the world today, helping children to gain a sense of their own identity. By linking learning to a number of engaging topics, children have opportunities to investigate and interpret the past to ensure a coherent understanding of the chronology of the past, being able to place their learning on a school timeline. We want children to enjoy and love learning about history by gaining knowledge and skills, not just through experiences in the classroom, but also with a range of educational visits and cross-curricular studies.

Implementation:

In **Key Stage 1** children will develop an awareness of the past. They will learn about significant individuals who have contributed to national and international achievements. Children will also learn about significant historical events within the local area. They will study changes within living memory as well as events beyond living memory that are nationally significant such as The Great Fire of London.

In **Key Stage 2** children will continue to appreciate history in a chronological context. They will develop a secure understanding of British, local and world history, studying a range of time periods such as Ancient Greece and World War Two. Children will develop the appropriate use of historical terms and understand how our knowledge of the past is constructed from a range of different sources.

Impact: We want the children to have thoroughly enjoyed learning about history, equipping children with historical skills and knowledge ready for the curriculum at Key Stage 3 and for life as an adult in the wider world, encouraging them to undertake new life experiences now and in the future.

Progression in History will be assessed through listening to children's responses and contributions to discussions and evaluating their written work and recorded on a standard assessment sheet. An age-related assessment will be given to parents/carers on reports.