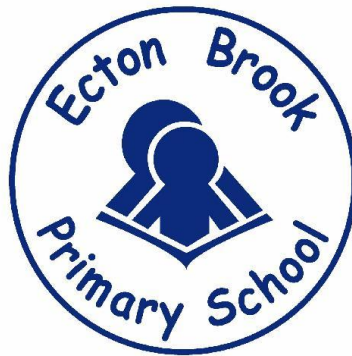


# **Ecton Brook Primary School**

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## **History Policy**

**2022**



**ECTON BROOK PRIMARY SCHOOL**

**POLICY FOR HISTORY**

**Ecton Brook Primary School**

## **Rationale**

At Ecton Brook Primary School, we aim for the children to develop an enthusiasm for and enjoyment of History. We strive to develop their knowledge and understanding of important historical eras, figures and events. We encourage children to be curious to know more about the past and reflect on its impact on their lives today. We teach children to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement.

## **Aims**

- to develop pupils' enjoyment and interest in the past and an appreciation of its impact on modern life
- to enable children to know about significant events in British, local and world history and to appreciate how things have changed over time
- to develop a sense of chronology, including their own
- to develop in children the skills of enquiry, investigation, analysis, evaluation and presentation
- to help children understand society and their place within it, so that they develop a sense of their cultural heritage
- to have some knowledge and understanding of historical development in the wider world

## **Learning Outcomes**

The following learning outcomes are derived from the aims above and will form the basis of our decisions when planning a scheme of work.

### **To develop a knowledge and understanding of historical eras, figures and events**

- to develop a knowledge and understanding of the contributions of notable people to local, British and world history
- to encourage pupils to make links and comparisons between different periods of history
- to develop knowledge of the history contained within the programmes of study of the NPAT curriculum

### **To develop skills for learning and methods of enquiry**

- to enable children to think as historians, using resources, sources and artefacts to encourage questioning and lines of enquiry
- to help children understand that historical events can be interpreted in different ways and encourage them to ask searching questions in order to analyse and evaluate sources
- to use a range of presentation methods, including the use of ICT, to share their ideas and research with others
- to teach children to note connections, contrasts and trends over time and develop the appropriate use of historical terms

## **To develop a sense of cultural, social, moral and personal belonging**

- by encouraging comparison with their own modern experiences, children understand their place in the wider world, starting with their own chronology
- to develop a sense of enjoyment and fascination in learning about themselves, others and the world around them
- to recognise and value commonalities across cultural, historical and socio-economic groups and across local, national and global communities

## **Principles for Teaching, Learning and Inclusion**

**History will be taught through the knowledge-led NPAT curriculum and will be based around the principles of cognitive science. To assist in this, pupils will receive copies of knowledge organisers for each unit of study that they encounter these will detail the core knowledge we expect all pupils to learn and – as copies will also be sent home – will give pupils opportunities to thoroughly revise work from class.**

### **Differentiation**

The study of history will be planned to give all pupils a suitable range of activities and experiences at various levels of challenge appropriate to their age and abilities.

### **Equal Opportunities**

Curriculum planning will ensure that all pupils have an equal opportunity to take part in the full scheme of work and its associated practical activities regardless of gender, cultural background or any additional learning or physical need.

Gender stereotypes are challenged when they arise and the context in which history is taught is monitored to ensure the interests of boys and girls are maintained.

Contexts used in teaching will also be sensitive to different ethnic and religious backgrounds and both gender and cultural differences will be reflected positively in the teaching materials used.

### **Special Educational Needs**

For pupils with SEN, the task will be adjusted or pupils will be given extra support. The grouping of pupils will take account of their strengths and weaknesses and ensure that all take part in the task and gain in confidence. Where appropriate, teaching assistants will be used to support individual needs.

### **Breadth and balance**

The following high dividend concepts have been identified as part of the NPAT history curriculum: conflict, community, culture, trade and power (including monarchy). These will form the 'Big Ideas' through which all history will be taught. Teachers will make explicit reference to where children have met these concepts before in the curriculum. Local history has been planned both as discrete whole term units and as strands within units.

### **Continuity and Progression**

During KS1, children will develop their knowledge of changes within living memory, the lives of significant individuals and historic events that occurred nationally or within their locality. The range of units will build historical knowledge, significant achievements of both men and women in history and an awareness of significant annual events. During KS2, with reference to the National Curriculum, children will gain coherent knowledge and understanding of Britain's past and that of the wider world and the legacy, both at the time and that influences our lives today. This will be achieved through attention to chronology, the study of a range of time periods, and through the study of local history.

The knowledge and content prescribed by the NPAT curriculum will be introduced throughout both key stages in a progressive and coherent way and will be strengthened by establishing and promoting cohesive curricular links both within and between years of study and across subject areas.

### **Assessment, recording and reporting assessment of learning**

Assessment opportunities will be identified within units of work and a formal written piece of work within each unit will assess understanding of the knowledge covered. At both KS1 and KS2, pupil progress will be recorded and some examples of work held in a portfolio by the history subject leader.

## **Subject Leadership**

### **Planning and developing the subject**

The subject leader will provide professional leadership and management for history and will ensure that it is managed and organised so it meets the aims and objectives of the school. Planning and development of history will be in line with the NPAT curriculum and planning documents, and as such initial staff training will be determined by NPAT curriculum CPD. Develop of staff and training needs will be discussed and the subject lead will arrange and/or deliver appropriate CPD training as required, to address needs as identified by regular staff questionnaires.

### **Resources**

The subject leader will manage the resources for history and will maintain the stock to meet the needs of the curriculum. The subject leader will also develop and maintain a knowledge of appropriate external resources, such as places to visit or visitors to school that will compliment and enrich the teaching of the history curriculum.

### **Monitoring and Evaluation**

The effectiveness of the history curriculum will be evaluated in discussions with the Head Teacher, Senior Leadership Team, Team Leaders and the History Subject Leader. Priorities for in-service training will be identified. Teacher voice and pupil voice will be used to monitor and evaluated the subject across the school.

## **Contributions to Spiritual, Moral, Social and Cultural development**

Children will develop an understanding of the diverse societies and relationships between different groups, as well as their own identity and challenges of their time. They will be presented with opportunities to reflect on a wide variety of cultural and religious viewpoints throughout history. Children will understand and appreciate the wide range of cultural influences that have shaped their own heritage and that of others.

**Next review: July 2024**