



**Knavesmire Primary School**  
**History Policy**  
2021

## **Knavesmire Primary School History Policy Our Aims and Vision**

ALL pupils at Knavesmire access a broad, balanced and enriching History curriculum. History teaching at Knavesmire Primary School stimulates the children's interest, curiosity and understanding about the past. Through the Big Idea, pupils will gain a knowledge and understanding of Britain's past and that of the wider world. We teach pupils a sense of chronology and through this they develop a sense of identity and an awareness of the challenges of their time. Teaching of the progressive skills, equips children to ask questions, think critically, weigh evidence and develop perspective and judgement. History teaching will help pupils to understand the complexity of their lives, the process of change, the diversity of societies and the relationship between different groups.

### **Objectives**

- To foster in children an interest in the past and to develop an understanding that enables them to enjoy all that history has to offer;
- To enable children to know about significant events in British history, to appreciate how things have changed over time and understand how Britain has influenced the wider world.
- To develop a sense of chronology and understand how they fit into the framework of the past, present and future.
- To know and understand how the British system of democratic government has developed and, in doing so, to contribute to a child's citizenship education.
- To understand how Britain is part of a wider European culture and to study some aspects of European history.
- To have some knowledge and understanding of historical development in the wider world, including ancient civilisations empires and past nonEuropean societies.
- To help children understand society and their place within it, so that they develop a sense of their cultural heritage.
- To develop in children the skills of enquiry, investigation, analysis, evaluation and presentation.
- To ask historical questions and create their own structured accounts, including narratives and analysis.
- To gain and use historical vocabulary.
- To gain historical perspective by placing their growing knowledge into different contexts.
- To understand historical concepts such as continuity and change, cause and consequences and use them to make connections.

### **Teaching and Learning Style**

History is taught in an enriching and engaging way through the Big Idea. History teaching focuses on enabling children to think as historians. We place an emphasis on examining historical artefacts and primary sources. In each Key Stage, we give children the opportunity to visit sites of historical significance. We encourage visitors to come into the school and talk about their experiences of events in the past. We recognise and value the importance of stories in history teaching and we regard this as an important way of

stimulating interest in the past. We focus on helping children understand that historical events can be interpreted in different ways and that they should always ask searching questions, such as “how do we know?”, about information they are given.

We recognise that in all classes there are children of widely-different abilities in history; we seek to provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this by:

- Setting common tasks which are open-ended and can have a variety of responses;
- Setting tasks of increasing difficulty (including challenging objectives);
- Providing resources of different complexity depending on the ability of the child;
- Using classroom assistants to support children individually or in groups.

### **History Curriculum Planning**

We use the National Curriculum aims as a basis for our curriculum planning in history, integrating a range of skills and expectations across all key stages. The initial objectives are established in the Early Years Foundation Stage by incorporating the Early Learning Goals and the overarching term ‘Understanding the World’, to introduce historical skills. We ensure that there are opportunities for children of all abilities to develop their skills and knowledge in each unit and we build planned progression into the scheme of work so that the children are increasingly challenged as they move up through the school.

We teach the knowledge, skills and understanding set out in the National Curriculum through the corresponding programme of study.

#### **EYFS**

We teach history in reception classes as an integral part of the Understanding the World work covered during the year. As the reception class is part of the Early Years Foundation Stage of the National Curriculum we relate the history side of the children’s work to the objectives set out in the Early Learning Goals (ELGs) which underpin the curriculum planning for children aged three to five. History makes a significant contribution to the ELG objectives of developing a child’s knowledge and understanding of the world through activities such as exploring historical artefacts, looking and discussing pictures of famous people in history or discovering the meaning of new and old in relation to their own lives. Historical vocabulary is also introduced and developed to enable children to discuss their ideas fully.

#### **Assessment and Recording**

Progress is evidenced and is visible through Big Ideas, pupils’ books, and in collected work which is presented in the History Big Books and Big Idea portfolios.

In KS1, books will show the progression from children being able to place physical objects and some events known to them personally (in their locality), in chronological order, using ‘basic’ chronological phrases’, to using more complex chronological terminology, and ordering of real historical events accurately. Pupils are taught these skills through learning the knowledge about the lives of different significant individuals (beyond living memory), and events which happened within living memory (1960s).

In KS2, indepth studies (including the chronological, local and ancient/non-european studies) are conducted to progress skills, chronological understanding, knowledge and interpretation and historical enquiry. At the end of KS2, children will be able to compare

past lives with their own, have an understand of how their lives (in York, in Britain and the wider world) have been shaped by historical events, have a secure understanding of chronology and be able to ask and answer historical questions, using a variety of different sources to understand differing versions of events.

Each strand of History (Chronological Understanding, Knowledge & Understanding and Historical Enquiry) is assessed in each year group (from Year 1-6). Through the SMART objectives, which have been shared amongst all year groups, lessons can be clearly planned and assessments made in relation to the objectives set. The clear assessment grids provided for teachers, allow assessments to be specific and signposted within Big Idea books, using the appropriate objectives set.

In EYFS, judgements are made through Early Years judgements of Knowledge and Understanding of the World.

Progress is evident through following the specific year group objectives; all historical skills have been appropriately set to allow progression and also exposure to the appropriate challenges and questioning opportunities. To show adequate coverage, each year group is provided with **three** historical studies, incorporated with specific history skills, to cover throughout the academic year. Any skills which are not covered should be communicated with the following year group teachers, to ensure a range of historical aims are addressed.

## **The Contribution of History to Other Subjects**

### **English**

History contributes significantly to the teaching of English in our school by actively promoting the skills of reading, writing, speaking and listening.

### **Maths**

History teaching contributes to the teaching of mathematics in a variety of ways. Children learn to use numbers when developing a sense of chronology through doing activities such as timelines and calculating how long ago events were. Children learn to interpret information presented in graphical or diagrammatic form, for example they study the impact of the plague by analysing population statistics. Roman numerals are also taught as part of the maths curriculum.

### **Computing**

We use Computing in history teaching where appropriate and we meet the statutory requirement for children to use Computing as part of their work in history at Key Stage 2. Children use Computing in history to enhance their skills in data handling, in presenting work and researching information using the internet. Children also have the opportunity to use the digital camera to record, to use photographic images and to communicate with other children in other schools and countries by using e-mail.

### **Personal, Social and Health Education (PSHE) and Citizenship**

History contributes significantly to the teaching of personal, social, citizenship and health education. Children develop self-confidence by having opportunities to explain their views on a number of social questions such as how society should respond to poverty and homelessness. They discover how to be active citizens in a democratic society by learning

how laws are made and changed. They learn how to recognise and challenge stereotypes and to appreciate that racism is a harmful aspect of society. They learn how society is made up of people from different cultures and develop respect for others. Through a range of historical questioning and enquiry, children will have opportunities within Key Stage 2 to develop a sense of their own identity in society.

### **Spiritual, Moral, Social and Cultural Development**

When teaching history, we also provide children with the opportunity to discuss moral questions, or what is right and wrong, when studying topics such as child labour in Victorian Britain. Children learn about how British society has changed over time and discuss the changing role of religion and crime and punishment over time. The history programme of study enables children to understand that Britain's rich cultural heritage can be further enriched by the multi-cultural British society of today. British values of democracy, rule of law, individual liberty, mutual respect and tolerance of different faiths and beliefs are integrated into the Curriculum according to the 2011 Prevent Strategy.

### **Inclusion and the History Curriculum**

#### **SEND**

At Knavesmire Primary School, we teach history to children with a range of education needs. History forms part of the school's curriculum policy to provide a broad and balanced education to all children. We provide learning opportunities matched to the needs of children with learning difficulties and we take into account the targets set for individual children in their Individual outcome plans (IOPS).

Teachers take account of the three principles of inclusion that are set out in the National Curriculum:

- Setting suitable learning challenges,
- Responding to the diverse learning needs of pupils,
- Overcoming potential barriers to learning and assessment for individuals and groups of pupils.

#### **Equal Opportunities**

It is the responsibility of all teachers at Knavesmire Primary School to ensure that children irrespective of ability, race, gender, age, faith, sexual orientation, and disability are given full access to the geography curriculum and make the greatest possible progress in accordance with recent legislation. Please refer to the schools Equal Opportunities Policy.

#### **Resources**

There are sufficient resources for all history teaching units in the school. We keep these resources in an accessible central store, available to all year groups. The library contains a good supply of topic books and the computing suite is available for software and internet links. Children also have access to individual chrome books and i-pads to access research opportunities, within the classroom environment.

