

# Lovers' Lane Primary and Nursery School



## History Policy

Date Reviewed: September 2022

Next review date: September 2023

# History Policy

## Introduction

This policy reflects the school values and philosophies in relation to History. It sets out a framework within which the staff can operate. It is in conjunction with the National Curriculum for History. The policy has been drawn up in agreement with the staff and has the full agreement of the governing body.

History has always been held in high regard at Lovers' Lane, with the school's location having its own rich history. The History curriculum at Lovers' Lane makes full use resources within the immediate and wider local area enabling children to develop a deep understanding of the rich history of their locality.

## Aims and Objectives

The teaching and learning of History is essential to the development of a child's understanding of the world around them. By giving children the opportunity to explore and research the actions of people and events in the past, they are able to develop their own ideas, beliefs and values. The teaching of History enriches children's natural enquiry skills. History allows children to foster a keen appreciation of the world that has gone before them. Not only does History broaden children's horizons about the past, it also enhances and supports their learning in other curriculum areas.

## The aims of History are:

- To foster an interest in the past and to develop an understanding of how the past has influenced the present.
- To develop a sense of chronology so the children can organise their understanding of the past.
- To provide opportunities for investigation and learning using a wide range of sources and information.
- To develop an understanding of how to interpret primary and secondary sources.
- To distinguish between historical facts and interpretation.
- To provide opportunities for children to develop their skills of enquiry, analysis and investigation.
- To learn about key events in the History of their own country and the world.
- To organise information about past societies, making comparisons.
- To promote pupils, spiritual, moral, social and cultural development through the study of past societies.

## Approaches to teaching and learning.

History teaching focuses on enabling children to think as historians. Whenever possible we provide children with first hand experiences and place an emphasis on examining historical artefacts, photographs and primary sources.

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 teach with a creative approach to ensure this occurs, often linking our art and DT lessons to our History topics. 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 and should consider the beliefs and values of that time.

## **Curriculum**

Our long-term planning, maps the History topics studied during each year group. We teach the knowledge, skills and understanding set out in the New National Curriculum of 2014 through the corresponding programme of study.

Each teacher follows our progression map to ensure that the planning of skills, knowledge and understanding is in line with age appropriate expectations. This means there is planned progression throughout the school and differentiation between the age groups.

## **History in early Years**

In Early Years Foundation Stage pupils learn about our world through a combination of child initiated and adult directed activities.

Pupils are taught:

- To show interest in the lives of people who are familiar to them.
- To remember and talk about significant events in their own experiences.
- To recognise and describe special times or events for family or friends.
- To show interest in different occupations and ways of life.
- To develop an understanding of growth, decay and changes over time.
- To talk about past and present events in their own lives and in the lives of family members.
- To know about similarities and differences between themselves and others, and among families, communities and traditions.

## **History in Key Stage 1**

Pupils are taught:

- To develop an awareness of the past, using common words and phrases relating to the passing of time.

- To know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods.
- To use a wide vocabulary of everyday historical terms.
- To ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events.
- To understand some of the ways in which we find out about the past and identify different ways in which it is represented.

## **History in Key Stage 2**

### Pupils are taught:

- To develop a chronologically secure knowledge and understanding of British, local and world History
- To establishing clear narratives within and across the periods they study
- To understand connections, contrasts and trends over time and develop the appropriate use of historical terms.
- To construct informed responses that involve thoughtful selection and organisation of relevant historical information
- To understand how our knowledge of the past is constructed from a range of sources and that different versions of past events may exist, giving some reasons for this.
- To use historical vocabulary to ask and answer valid questions and to pursue lines of enquires

## **Assessment**

Assessment has two main purposes

- Assessment of learning (also known as summative assessment).
- Assessment for learning (also known as formative assessment).

At Lovers' Lane Primary School, we recognise that assessment for learning lies at the heart of promoting learning and raising standards of attainment. We further recognise that effective assessment for learning depends on actually using the information gained.

All staff use assessment tickets to assess the children's knowledge and skills at the end of each topic. These tickets are passed up through school so that we can track children's progress and plan accordingly.

## **Inclusion**

At Lovers' Lane, we aim to enable all children to achieve to their full potential. This includes children of all abilities, social and cultural backgrounds, those with disabilities, EAL speakers and SEN statement and non-statemented.

### **Monitoring, Evaluation and Feedback:**

Monitoring standards of teaching and learning within History is the primary responsibility of the History Leader. Details of monitoring and evaluation schedules can be found in the History Action Plan.

#### **Monitoring will be achieved through:**

- Work scrutiny.
- Learning walks.
- Observations.
- Pupil voice.
- Teacher voice.
- Reflective teacher feedback.
- Learning environment monitoring.
- Dedicated History Leader time.

### **Roles and Responsibilities**

#### **Head Teacher**

- Monitoring the implementation of the History Policy and its associated policies such as the Safeguarding and SEND Policies.
- Ratifying (in conjunction with the Governing Body) the History policy, Safeguarding policy and History Leader's Action Plan.
- Approving CPD and training which is in line with the whole school's strategic plan.
- Approving budget bids and setting them.
- Creating in conjunction with the History Leader, a long-term vision for History which includes forecasted expenditure and resources.
- Monitoring the performance of the History Leader in respect to their specific job role description for History.
- Ensuring any government legislation is being met.

#### **History Lead**

The History Leader is responsible for coordinating History throughout the school. This includes:

- Ensuring continuity and progression from year group to year group through monitoring books and planning.
- Guiding colleagues with how History should be taught.
- Advising on training needed and booking staff on appropriate courses.
- Assisting with buying and maintaining resources within the yearly budget.
- Assisting and supporting colleagues in the implementation and assessment of History throughout the school.

### **Class teacher**

- To ensure progression of historical skills with due regard to the National Curriculum for History.
- To develop and update skills, knowledge and understanding of History.
- To identify inset needs in History and take advantage of training opportunities.
- To keep appropriate on-going records.
- To plan effectively for History, liaising with History Lead where necessary.
- To inform parents of pupil's progress, achievements and attainments.

### **Health and Safety**

In their planning of activities, teachers will anticipate likely safety issues. They will also explain the reasons for safety measures and discuss any implications with the children. Children will always be encouraged to consider safety for themselves, others and the environment and the resources they use, when undertaking History activities.