

History Policy

Corrie Primary and Nursery School



Headteacher:	Naomi Cartledge
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Approved by:	Governing Body
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Date: March 2024

Last reviewed on:

March 2021

Next review due by:

March 2027

History Guidelines for staff

Mission Statement

Corrie nurtures and encourages all children to realise their personal best and to fulfil their potential in the academic, sporting and performing opportunities provided in and out of school. Our carefully planned climate of celebration of pupil achievement includes a sense of enjoyment that childhood days will be remembered as fun. Our vision is of an environment where our children can develop the life skills necessary to become fully integrated members of society. Corrie aims to do this by providing a caring and stimulating learning environment where all are welcome, respected and encouraged to achieve the highest standards in both work and play. Through mutual respect and appreciation we aim to provide enrichment and enjoyment for everyone. By fostering support and loyalty we offer an environment in which we clearly value the contribution of each individual.

At Corrie, we value the Arts and Democracy as the main drivers of our History curriculum. Topics are carefully chosen in order to stimulate the pupils' interest and understanding of the past and how it has influenced our lives today. Where possible, teachers aim to deliver practical lessons and plan opportunities for learning in the outdoor environment. Children experience real history through visitors to school, drama, and visits to historical sites such as the Roman wall in Chester and a WWII air-raid shelter. At the start of a topic, pupils are encouraged to ask questions and set up investigations which help to shape the learning of each topic.

1 Aims and objectives

1.1 The aim of history teaching here at Corrie School is to stimulate the childrens' interest and understanding about the life of people who lived in the past. We teach children a sense of chronology, and through this they develop a sense of identity and a cultural understanding based on their historical heritage. Thus they learn to value their own and other people's cultures in modern multicultural Britain and, by considering how people lived in the past, they are better able to make their own life choices today. In our school, history makes a significant contribution to citizenship education by teaching about how Britain developed as a democratic society. We teach children to understand how events in the past have influenced our lives today; we also teach them to investigate these past events and, by so doing, to develop the skills of enquiry, analysis, interpretation and problem-solving.

1.2 The aims of history in our school are:

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- to know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world
- to know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind
- to gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'
- to understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses
- to understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed
- To gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.

2 Teaching and learning style

- 2.1 We teach history as part of our Kagan sessions and the children work in mixed ability Kagan groups. History teaching focuses on enabling children to think as historians. 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 equip children to evaluate evidence and arguments to develop perspective and judgement.
- 2.2 We recognise the fact that in all classes there are children of widely-different abilities in history and we seek to provide suitable learning

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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. Not all children complete all tasks;
- grouping children in Kagan groups in the room and setting different tasks for each child's ability level in each group;
- providing resources of different complexity depending on the ability of the child;
- Using classroom assistants to support children individually or in groups.

3 History curriculum planning

Teachers plan the curriculum around the needs of our children ensuring that there are plenty of opportunities for cross curricular learning to enable the children to use their skills and understanding in all areas of the curriculum. When it is appropriate, we also make links to the core subjects and the other foundation subjects to give the children a real context to their learning and to inspire their imaginations.

- 3.1 We use the national scheme of work for history as the basis for our curriculum planning in history. 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.
- 3.2 We carry out curriculum planning in history in three phases (long-term, medium-term and short-term). The long-term plan maps the history topics studied in each term during each key stage; the history subject leader works this out in conjunction with teaching colleagues in each year group and the children study history topics in conjunction with other subjects. We teach the knowledge, skills and understanding set out in the National Curriculum through the corresponding programme of study.
- 3.3 The class teacher writes the lesson plans for each history lesson (short-term plans). These plans list the specific learning objectives of each lesson. The class teacher keeps these individual plans, although s/he and the history subject leader can discuss them on an informal basis.

4 Foundation Stage

- 4.1** We teach history in reception classes as an integral part of the topic work covered during the year. As the reception class is part of the 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 dressing up in historical costumes, looking at pictures of famous people in history or discovering the meaning of new and old in relation to their own lives.

5 The contribution of history to other subjects

5.1 English

History contributes significantly to the teaching of English in our school by actively promoting the skills of reading, writing, speaking and listening. Some of the texts that we use in Literacy are historical in nature. Children develop oracy through discussing historical questions or presenting their findings to the rest of the class. They develop their writing ability by composing reports and letters and through using writing frames.

5.2 Mathematics

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 time-lines. Children learn to interpret information presented in graphical or diagrammatic form, for example they study the impact of the plague by analysing population statistics.

5.3 Art

History contributes to the teaching of Art in our school and the pupils are inspired by artists from history to create their own works. This work is often presented on display around school and in sketch books or Kagan books.

5.4 Information and communication technology (ICT)

We use ICT in history teaching where appropriate. Children use ICT in history to enhance their skills in data handling and in presenting written work, and they research information using the Internet. Children have the opportunity to use iPads to record and use photographic images, to research and to share their findings.

5.5 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 and issues. They discover how to be active citizens in a democratic society by learning how laws are made and changed, and they learn how to recognize 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 start to develop tolerance and respect for others.

5.5 Spiritual, moral, social and cultural development

History supports spiritual development by encouraging children to ask questions as to how and why events in the past occurred and think about the different possible outcomes. History allows children to understand the religious and spiritual beliefs of different societies and gain an understanding of how religion has shaped significant historical events, causing both wars and co-operation. It supports moral development by providing children with the opportunity to debate and consider different viewpoints and events in history. History supports social development by encouraging children to think about past societies and their contributions to the world today. Children work in Kagan groups which allows them to develop social skills by working as a team to collaborate on activities, solve problems and discuss historical issues. History supports cultural development by allowing pupils to develop a better understanding of people from different cultural backgrounds and reflect on our own multicultural society through studying links between local, British, European and world history. It encourages children to consider how events in the past have shaped the world in which we live in today.

6 Teaching history to children with additional needs

6.1 We teach history to all children, whatever their ability. 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 on their provision maps.

7 Assessment and recording

7.1 Children are assessed in history by completing a pre and post assessment task which is age appropriate for each key stage. We assess children's work in topic by making informal judgements as we observe them during each lesson, linked to the Learning Objective and National Curriculum statements. Teachers use the observations tool on Target Tracker to record assessments, which allows them to take photographic evidence of children's work and make comments about their progress. This helps to build a 'learning journey' of a child's time at Corrie, which clearly evidences children's work and allows subsequent teachers to access this information. Any extended pieces of written work are marked in line with the school's English marking policy.

7.2 The history subject leader keeps samples of children's work in a portfolio. These demonstrate what the expected level of achievement is in history for each age group in the school.

8 Resources

8.1 There are sufficient resources for all history teaching units in the school. We keep these resources in a central store where there is a box of equipment for each unit of work. The library contains a good supply of topic books to support children's individual research. In addition to this, each topic is supported with a loan of books from Tameside Library.

9 Monitoring and review

9.1 Monitoring of the standards of children's work and of the quality of teaching in history is the responsibility of the history subject leader. The work of the history subject leader also involves supporting colleagues in the teaching of history, being informed about current developments in the subject, and providing a strategic lead and direction for the subject in the school. The history subject leader gives the headteacher a termly report in which s/he evaluates the strengths and weaknesses in the subject and indicates areas for further improvement. The history subject leader has specially-allocated time in which to fulfil this role by reviewing samples of children's work and visiting classes to observe teaching in the subject.

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Signed: *Gary Macdonald*

Coordinator: Mr Gary Macdonald

Date discussed with staff: January 2024

Date approved by Governors: March 2024

Date of review: March 2027