



Curriculum Policy

History



Written by:

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Subject Coordinator 22/23: Lucy

Atherno



History Policy

What is our vision?

At Farington we are committed to delivering a Humanities curriculum which provides all children the opportunity to gain a wider understanding of the world in which they live. Teachers deliver a high quality, progressive curriculum which encourages children to ask questions, carry out research and investigate how the world has changed over time.

Curriculum Aims and Impact:

The national curriculum for history aims to ensure that all pupils:

- 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
- 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
- gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'
- 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
- 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
- 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.

How do we achieve this?

- Teachers follow their Curriculum Overviews to ensure all units are taught throughout the year. History lessons are taught in their discrete blocks which allows for continuous learning and recap of National Curriculum skills over the course of the year.
- Teachers use their knowledge organisers to help the children throughout the topic. These include key vocabulary that the children will know by the end of the unit. This knowledge should be developed each year progressively throughout school. Knowledge review weeks will check children's retention of facts and fill any gaps.
- *History topics are taught in KS2 in chronological order of British History, which carefully plans for progression and depth of learning from one-year group to the next.*
- Teachers are encouraged to make cross curricular links where appropriate to enhance the children's learning. They are also encouraged to include cross curricular writing

opportunities within Humanities lessons (e.g. writing a recount of Howard Carter's opening of Tutankhamun's tomb in History).

- Staff also include wider opportunities through trips, visiting experts and outdoor learning which enhance the learning experience for children across the school.

Scheme of Work:

There is no specific scheme of work for History. Teachers should follow their Curriculum Overviews and ensure all national curriculum objectives are covered for their topics.

Resources:

We have a wide range of text books and interactive boards to access the internet as a class. The KS2 library has a wide range of non-fiction texts on all of our history topics. 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 could be invited into school to work with the children. These might be parents, grandparents, other family members, neighbors or representatives of the local community.

Assessment – How do we assess skills and understanding?

Pupils' work and progress are assessed during lessons and on completion of work using a range of formative assessment processes e.g. questioning, discussion, marking. There are also three assessment weeks planned to assess foundation subjects on a yearly basis. These are part of a Knowledge Review week where teachers use a variety of methods to assess children's knowledge and retention of facts. Attainment is assessed at the end of each year against the requirements of the National Curriculum. This is reported to the next teacher. Pupils achievements in the subject are reported to parents on the end of year report.

Health and Safety

When delivering practical lessons or group work, ensure the classroom has sufficient space for the children to work safely. When handling artefacts ensure children are aware of how to handle them safely.

For external visits ensure appropriate risk assessments have taken place. The pupils should prepare well for the visit and, on their return, use the experience to good effect in the classroom. The class teacher, or leader, should plan the visit meticulously, with the pupils' safety and welfare paramount.

Inclusion and Safeguarding Considerations

All children regardless of race, culture, religion, social background, gender or academic ability, have equal access to History in order to develop their personal, historical capability. We carefully plan, monitor and assess to ensure all of our pupils feel valued. Visits to historical sites may be adapted to take into account individual requirements. Learning is challenging, yet achievable by all children, whatever their abilities and differentiation is achieved by both work set and outcome.

The class teacher is responsible for considering the Learning Plans of individual children before delivering a Geography lesson.

We aim to teach children to up hold where applicable, British Values and a mutual respect and tolerance of those with different faiths and beliefs.

Monitoring and Review

The History Subject Leader will complete audits each academic year. These audits will check the 'implementation' and 'impact' of the children's learning. They will assess the children's understanding of their year group expectations and how the subject is being delivered. Information will be gathered through the form of book scrutiny, pupil interviews, staff questionnaires, environment walks and floor book checks. Support will be offered to any year groups who require additional information and guidance.