



Easingwold Primary School History Policy

Rationale

History is an interweaved, chronological story about real people and real events that have shaped how society has developed. At Easingwold Primary School, we want children to develop an appreciation and curiosity for history and develop the ability to evaluate past events as a means for shaping the future. Pupils will consider what past societies were like and develop an understanding of how societies have changed throughout time, including the evolution of beliefs, politics, infrastructure and technology. Children will learn about events that occurred locally, nationally and internationally and develop their understanding of how significant periods of time impacted upon others. They will learn about key figures in history and how their reign shaped societies and cultures. As they do this, children will develop their concept of chronology, on which they will hang their knowledge of significant events and people. To support the acquisition of this knowledge, children will scrutinise the validity and integrity of primary and secondary sources of evidence and use these to make statements, draw conclusions and develop well-reasoned arguments about events throughout time – all of which are prized skills in adult life.

Aims

At Easingwold Primary School, we aim to ensure that, through effective teaching of History, children will:

- Develop an interest in the past and an appreciation of human achievements and aspirations.
- Develop a sense chronology and a secure understanding of time.
- Increase their knowledge and understanding of significant events in local, national and international history and how these events may have influenced others.
- To develop a knowledge of chronology within which the children can organise their understanding of the past.
- To understand how the past was different from the present and that people from other times had different cultural, societal and political approached to us.
- Develop skills in scrutinising primary and secondary sources of evidence by emphasising the importance of an enquiry-based approach to learning, as to develop the skills required to interpret historical events.
- Distinguish between historical facts and opinions and the interpretation these.
- To understand that significant historical events often had a multiplicity of causes and that historical explanations can be developmental, debatable and, sometimes, controversial.

Curriculum

It is our belief that pupils can build a better appreciation of complex world history if they have a clear understanding of themselves and their own history. For this reason, we have adopted a radial approach to our history teaching and long term plan, where we begin with the child at the centre of their own history and work outwards. History teaching across school is derived from the objectives contained in the 2014 National Curriculum. This document has been used to create a whole school overview and progression that ensures children are taught the breadth of the History Curriculum. It ensures knowledge

builds progressively and that children develop skills systematically. Additionally, in places it has been organised chronologically so children can fully understand and appreciate the change and continuity aspect of the history curriculum. History is taught in blocks throughout the year, so that children can achieve depth in their learning. The curriculum is mapped out across a 2-year cycle for each phase. This has been carefully crafted to ensure that children entering in either Year A or Year B will not be disadvantaged and learning and skills will build on previous years whilst allowing for progression.

Our History Curriculum Progression document can be located on the History page on our website.

Teaching

We believe all children learn best when:

- Their learning can be hooked onto previous experiences or existing knowledge and skills.
- They have access to high-quality texts- listening to and interacting with stories about significant events and individuals of the past.
- They have access to high quality primary and secondary sources
- They have access to high-quality trips and visitors who provide indelible experiences that allow children to make connections with historical understanding they have learned in class.
- They are shown how to use, or use independently, resources from the internet and videos.
- They are able to use non-fiction books for research.
- They are provided with opportunities to work independently or collaboratively to ask questions and investigate historical lines of enquiry questions.

Early Years Foundation Stage

History is taught in Foundation Stage as an integral part of topic work that is largely child-initiated and adult-led. The children are given the opportunity to explore history in contexts that are relevant to themselves and their own past, as well as their families and others they know. They will discuss what has happened to them from birth until now and how this relates to the world and changed around them. Through stories, children will study festivals such as Bonfire Night, Remembrance Day and events in the Monarchy. This will allow discussions around significant events and individuals as a springboard to the rest of the KS1 and KS2 curriculum. Children will then look towards the change and continuity of transition as they move towards Summer Term.

Key Stage 1

As per our curriculum rationale, KS1 history is split into Year A and B. Year A will focus on changes within local and national history in relation to children and their living memory. Year B will focus on 3 key significant individuals and their contributions to shaping society and culture. They listen to and respond to stories and use sources of information to help them ask and answer questions. They continue to build their understanding of how the past is different to the future. Children are encouraged to build a bank of vocabulary they can draw on to describe historical events and this vocabulary is made explicit when teaching each session. The visits associated with their history learning help them to consolidate understanding and make connections with what they have learned.

Key Stage 2

During KS2, children continue to widen their knowledge of significant people and events that took place in an increasingly distant past. Now children are more mature and have a good foundation of history understanding, there is a greater focus on the understanding of key historical concepts such as change and continuity; reasons and results and significance. They look at history from a variety of different ways, such as culturally, politically, technologically and societally. There is a greater emphasis on using sources independently and collaboratively to build a picture of history, both in depth and as an overview. Children are encouraged to deepen their understanding of vocabulary related to historical events and inquiry and use this vocabulary to describe the connections across different time periods of history. Children will learn how the past can be represented and interpreted in different ways and will develop different ways of demonstrating their historical understanding.

Assessment

Teachers' marking always sits within the guidelines of the whole school marking policy and feedback to pupils about their progress is achieved through discussion and recorded marking of their work. Improvements and corrections will then be seen in History books with a green check our work pen (COW). Wherever possible this is carried out within the lesson, giving instant feedback.

Formative assessment is carried out in all lessons. This continually feeds into the next steps for learning. This is done through questioning and marking work. All lessons start with a 'retrieval' opportunity. This provides children with the chance to retrieve previously taught knowledge and provides an opportunity for teachers to carry out formative assessment and build upon existing knowledge.

Equal Opportunities

All children will be given an equal opportunity to fulfil their potential in this subject.

Signed: Imogen Hill (History Lead)

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