

Parsloes Primary School



History Policy

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INTENT:

In History, we believe that a high-quality history education will help pupils gain a coherent knowledge and understanding of Britain's past and that of the wider world. The history curriculum makes use of the resources within the immediate and wider local area enabling children to develop a deep understanding of the rich history of their locality. Empowering experiences are at the heart of the learning, inspiring pupils' curiosity to know more about the past. Teaching should equip pupils to ask perceptive questions using subject-specific language, think critically, weigh evidence, sift arguments, and develop perspective and judgement. It should help pupils to understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time.

VISION:

Our vision is to believe in an enriched and progressive curriculum that is engaging for all. The children and their learning are at the core of all that we do. Our curriculum is designed to take into consideration our children's varied backgrounds and cultural experiences. We believe our children deserve a curriculum that expands their life chances, enabling social equity and mobility. At Parsloes, our curriculum is built around LEARN to ensure children receive a broad and balanced curriculum and ensure learning is relevant, exciting, aspirational and challenging.

At Parsloes, we can achieve this vision by:

1. Stimulating, developing and maintaining pupils' interests and enjoyment of History through workshops, cross-curricular links and engaging topics
2. Allowing children to lead on their learning through sharing their own experiences of the world
3. Providing them with knowledge and skills to be able to apply their historical enquiry skills and understanding to real life concepts
4. Providing opportunities for children to work individually and collaboratively
5. Promoting confidence and leadership qualities in children
6. Engaging with the Historical Association
7. Continually update and adapt lesson plans to incorporate real-world issues

TEACHING AND LEARNING:

Planning:

History is taught using the objectives and statements outlined in the National Curriculum. The History Progression Document shows how the National Curriculum objectives have been divided between the year groups to ensure progression. The year group statements have been matched to the appropriate topics within a year group to ensure History at Parsloes is taught in collaboration with other subjects. Medium term plans are written for each year group, lessons and objectives are laid out with possible ideas to ensure lessons are taught consistently and according to the objectives.

By end of EYFS:

History is weaved through discussions and circle time topics rather than directly taught sessions.

Understanding the World

ELG: Past and Present

Children at the expected level of development will:

- Talk about the lives of the people around them and their roles in society;
- Know some similarities and differences between things in the past and now; drawing on their experiences and what has been read in class;
- Understand the past through settings, characters and events encountered in books read in class and storytelling,

By end of KS1:

Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. They should 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. They should use a wide vocabulary of everyday historical terms. They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. They should understand some of the ways in which we find out about the past and identify different ways in which it is represented. In planning to ensure the progression described above through teaching about the people, events and changes outlined below, teachers are often introducing pupils to historical periods that they will study more fully at key stages 2 and 3.

Pupils should be taught about:

- changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life
- events beyond living memory that are significant nationally or globally
- the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods
- significant historical events, people and places in their own locality

By end of KS2:

Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources. In planning to ensure the progression described above

through teaching the British, local and world history outlined below, teachers should combine overview and depth studies to help pupils understand both the long arc of development and the complexity of specific aspects of the content.

Pupils should be taught about:

- changes in Britain from the Stone Age to the Iron Age
- the Roman Empire and its impact on Britain
- Britain's settlement by Anglo-Saxons and Scots
- the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor
- a local history study
- a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066
- the achievements of the earliest civilizations
- Ancient Greece
- a non-European society that provides contrasts with British history

Resources:

1. An audit of the History resource area is regularly completed and updated in line with the medium-term plans.
2. Resources include quality artefacts that have been purchased in line with the topics.
3. Chromebooks and iPads are available for children to use to research and access online resources.
4. The school is a member of the Historical Association which provides CPD, planning and resources for lessons.

ASSESSMENT AND MONITORING:

Assessment is based around the Big Question for each unit of work. Each Big Question is linked to the key knowledge and skills taught throughout the unit. Teachers will monitor progress and attainment throughout the unit using a range of sources, such as, observation, discussion and recorded work to ensure accurate judgements. A class assessment grid is used throughout the unit to inform planning and record end of unit assessment judgements for pupils.

SEND:

Teachers have high expectations of all pupils. This includes pupils of all abilities, social and cultural backgrounds, those with disabilities and Special Educational Needs. Planning is differentiated and learning is supported appropriately so that all children can participate and have full access to the curriculum in order to reach their full potential.

REMOTE LEARNING:

Please see the Remote Learning Policy and the Covid addendum for more information.