



## Policy 2021

### Hampreston First School

#### Vision

Our vision is for the children at Hampreston to have a growing understanding of the past through learning about human achievements and experiences and how history shapes the future. We want our children to have a curiosity not only about what has happened and when but also why. This is important to foster understanding and tolerance of other cultures, places and people. We want the children at Hampreston to see the diversity of human experience, and understand more about themselves as individuals and members of society. What they learn can influence their decisions about personal choices, attitudes and values.

#### Why We Believe History is Important

We believe that it is important for our children to gain a coherent knowledge and understanding of Britain's past and that of the wider world. We want children to enjoy learning about times, people and experiences that are different from their own. Pupils consider how the past influences the present, what past societies were like, how these societies organised their politics, and what beliefs and cultures influenced people's actions. As they do this, children develop a chronological framework for their knowledge of significant events and people. We believe History is important to inspire the children's curiosity about the past in Britain and the wider world and plays an essential part in preparing us for living and working in the contemporary world. History teaching should equip pupils to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. History helps 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.

#### Characteristics of Historians

At Hampreston First School we aim to develop historians who:

- Have an excellent knowledge and understanding of people, events, and contexts from a range of historical periods and of historical concepts and processes.
- Think critically about history and communicate ideas confidently in styles appropriate to a range of audiences.
- Support, evaluate and challenge their own and others' views using historical evidence derived from a range of sources.
- Think, reflect, debate, discuss and evaluate the past, formulating and refining questions and lines of enquiry.
- Are passionate about history and enthusiastic about learning, which develops their sense of curiosity about the past and their understanding of how and why people interpret the past in different ways.
- Respect historical evidence and make critical use of it to support their explanations and judgments.
- Desire to embrace challenging activities, including opportunities to undertake research across a range of history topics.

## Subject Statement

### Intent

The study of history involves engaging pupils in investigating questions about people and events in the past in order to enable them to better understand their lives today and for a future as more informed and enlightened citizens. Through the study of history pupils also develop a wide range of critical thinking skills, which enable them to understand the contested nature of knowledge and to distinguish between 'fact' and subjectivity when it comes to reaching conclusions and making judgements about the past.

The aims of the 2014 National Curriculum for history are for pupils 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
- 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.

### History within the EYFS Framework (from 1 September 2021)

#### 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.

### Implementation

We adopt an enquiry focused approach to learning and teaching in history which develops our pupils as young historians. Through enquiry our pupils not only build subject knowledge and understanding but become increasingly adept at critical thinking, the use of specialised vocabulary and their grasp of subject concepts. Our history curriculum provides sufficient time and space for our pupils not only to acquire new knowledge and subject vocabulary but also to develop subject concepts and understand the significance of what they have learned.

Our whole school approach to the teaching and learning of history involves the following;

- History is taught in planned topic blocks, and cross curricular links are made where possible. This is a strategy to enable the achievement of a greater depth of knowledge. Many of these topic blocks are taken from the Connected History learning programme while some are more specific to our school and local area.

- Key enquiry questions for topic blocks and ancillary questions for lessons are used widely to encourage children's curiosity and therefore their depth of learning of historical knowledge and skills. We structure learning in history through big question led enquiries about relevant historical topics, places and themes. Our curriculum is therefore 'knowledge rich' rather than content heavy as we recognise that if we attempt to teach historical topics, places, themes and issues in their entirety we restrict opportunities for pupils to master and apply critical thinking skills and achieve more challenging subject outcomes. The learning is carefully structured through the use of ancillary questions, to enable pupils to build their knowledge and understanding in incremental steps of increasing complexity until they reach the point where they are able to answer the question posed at the beginning of the investigation.
- Learning and teaching in history also recognise the importance of the local area with a number of our investigations involving observation, recording, presentation, interpretation and the evaluation of historical information outside of the classroom e.g. significant people, places and events locally. We make use of our local area through visits to enhance learning e.g. Stonehenge, Cranborne Ancient Technology Centre.
- Learning and teaching in history are interactive and practical allowing opportunities for pupils to work independently, in pairs and also in groups of various sizes both inside and outside of the classroom. Wherever possible we provide our pupils with contemporaneous historical evidence including narratives, paintings, photographs, artefacts, and data in the form of censuses and films to analyse and from which to reach conclusions and make judgements.
- In the EYFS, we teach history as an integral part of the topic work covered during the year, relating the historical aspects of the children's learning to the objectives set out in the Early Learning Goals. History makes a significant contribution to the ELG objectives of developing a child's understanding of the world.

## **Impact**

Assessment is an integral and continuous part of teaching and learning and is based upon teachers' judgements of pupil attainment and progress. We assess the children's work in history by making informal judgements as we observe the children during lessons. Children receive effective feedback through teacher assessment, both orally and through written feedback.

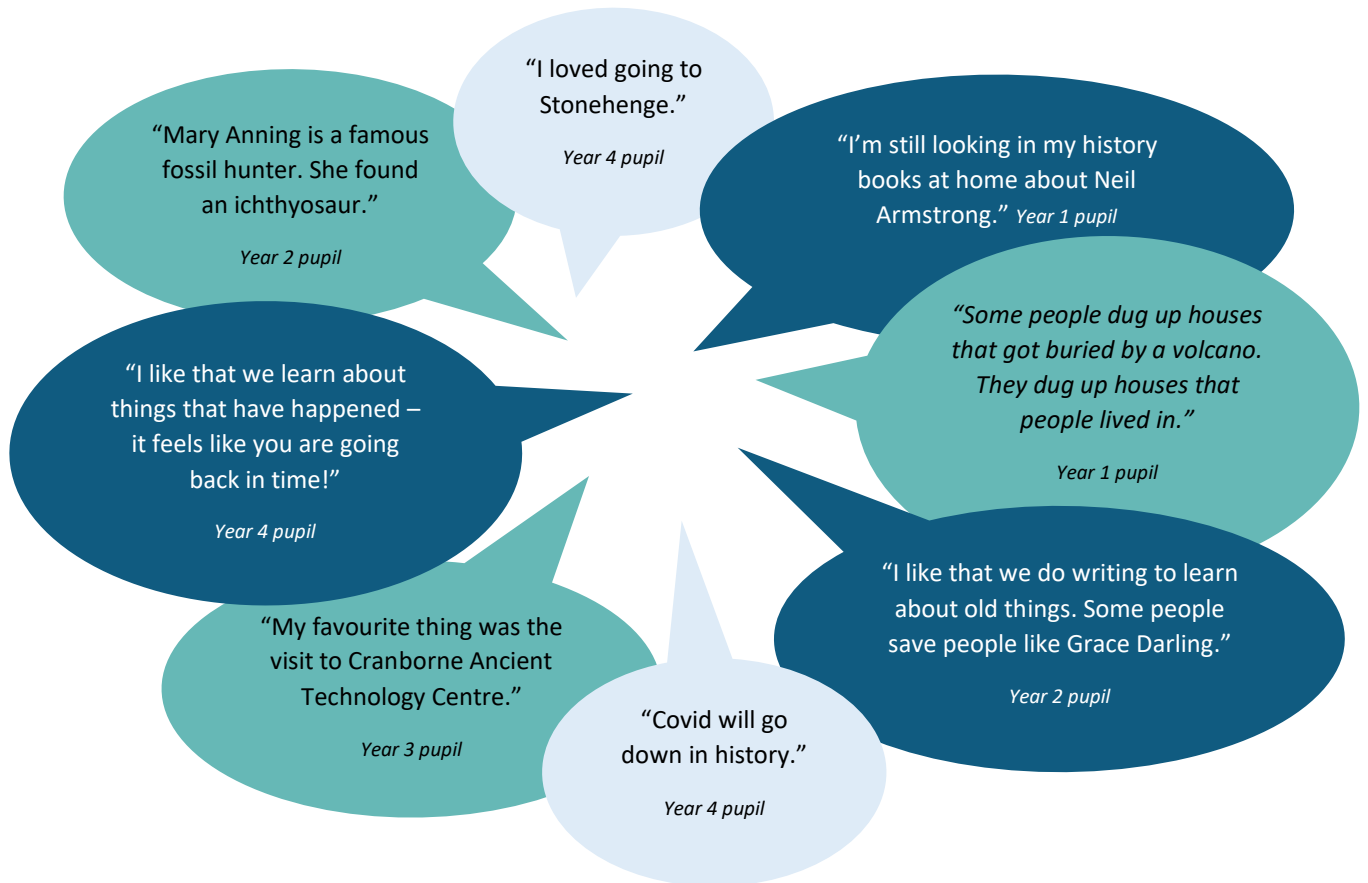
Regular and ongoing assessment informs teaching to support and enable the success of each child. In KS1 and KS2, Summative assessment takes place at the end of each unit. Formative assessment takes place on an ongoing daily basis and teachers adjust planning accordingly to meet the needs of their class. In addition, we place a strong emphasis on the importance of questioning: this enables us both to explore topics together as a class as well as verbally develop skills during our lessons.

The Foundation Stage deliver history content through the 'Understanding of the World: Past and Present' strand of the EYFS curriculum. In EYFS, we assess the children's Understanding of the World according to the Development Matters statements.

The effectiveness of teaching and learning is monitored through lesson observations, book scrutinies and conversations with pupils.

However, to truly understand the impact of our History curriculum, you would have to come and visit!

This is what our children say about history:



## History Curriculum Overview

Class	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	All About Me & People who help us	Festivals and Celebrations	Dinosaurs	Under the Sea	Fairyland Castles	Down on the Farm
Year 1		Explorers - What does it take to be a great explorer?	Toys - How do our favourite toys and games compare with those of children in the 1960s?			How do we know so much about where Sappho used to live?
Year 2	The Great Fire of London (English link)	Who is the greatest history maker?		Titanic – Why did Delia buy a new hat?	Mary Anning - Why is the history of my locality significant?	
Year 3	Local history - Hampreston (Geography link)	Romans - How did the arrival of the Romans change Britain?	Who were the Anglo-Saxons and how do we know what was important to them?	What did the Vikings want and how did Alfred help to stop them getting it?		
Year 4	<u>Stone Age to Iron Age</u> - How did the lives of ancient Britons change during the Stone Age? - What is the secret of the standing stones? (Bronze Age Britain) - How do artefacts help us understand the lives of people in Iron Age Britain?				Egypt (History and Geography) - Ancient Egypt and Egypt today	

### Promoting British Values Through History

We endeavour to promote the British Values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs through our history curriculum. Please see our British Values policy for further information. Through our history lessons we promote individual liberty through encouraging children to develop their own opinions and mutual respect in listening to other people's ideas.

### Spiritual, Moral, Social and Cultural Aspects

History provides opportunities to promote spiritual development through learning about the world we live in, how it has changed, reflecting on our part in it and asking questions. Moral development is promoted through using observation and evidence rather than preconceptions. To ensure social development, children learn to respect the opinions of others and work together in groups. Cultural development is promoted through helping children recognise how history, culture, heritage and events affect the way people think, feel, create and behave and live. Beliefs, spiritual awareness, high standards of personal behaviour including a positive caring attitude towards other people, an understanding of their social and cultural traditions and an appreciation of the diversity and richness of other cultures are all critical skills and dispositions that we nurture, encourage and develop through National Curriculum areas and the wider curriculum.

## **Inclusion & Equal Opportunities**

In school we aim to meet the needs of all our children by differentiation in our history planning and in providing a variety of approaches and tasks appropriate to ability levels. This involves providing opportunities for children with Special Education Needs (SEN) or Disabilities to complete their own tasks, sometimes with support, to develop speech and language skills, as well as history skills and knowledge. This will enable children with learning and/or physical difficulties to take an active part in historical learning and practical activities to achieve the goals they have been set. Some children will require closer supervision and more adult support to allow them to progress whilst more able children will be extended through differentiated activities. Children with EAL will need support with language but should be able to access history lessons with appropriate resources and support.

By being given enhancing and enriching activities, more able children will be able to progress to a higher level of knowledge and understanding appropriate to their abilities. Teachers ensure that a range of teaching and learning strategies are used which include and motivate all learners, ensuring that optimum progress is made throughout each part of the lesson. At Hampreston First School we are committed to providing all children with an equal entitlement to history opportunities regardless of race, gender, culture, religion or class.

Date of policy review: