

The Elms Primary History Policy

This policy outlines the teaching, organisation and management of history taught and learnt at The Elms Primary School. The implementation is the responsibility of all teaching staff and the responsibility for monitoring and review rests with the history subject leader.

History is a foundation subject in the National Curriculum. The fundamental knowledge, skills and understanding of the subject are set out in the National Curriculum programmes of study. All pupils are entitled to access the history curriculum at a level appropriate to their needs.

The main purposes of this policy are:

- To establish an entitlement for all pupils for their education of history.
- To establish expectations for teachers of this subject.
- To promote continuity, progression, and coherence across the school for the teaching and learning of history.

Intent

History is all around us and is part of who we are. History is being made right now and is constantly changing and evolving. When teaching history at our school, we want to ignite a life-long passion in our pupils to learn about the past and engage their curiosity to discover how their world has changed over time. Our pupils are encouraged to put themselves in the shoes of others, helping them to develop respect, as well as their own sense of identity.

Our history curriculum at The Elms Primary reflects our pupils and our community. We study key men, women and children from our recent past to those who lived beyond living memory. Our topics include themes of immigration, race and class. We have chosen figures who have influenced our lives and events that have shaped the world we live in, making sure that they are relevant and interesting to our pupils.

We feel it is important for children to learn about the past to help them understand their place in the world; locally, nationally and globally. To make local history relevant to our pupils, we take them on local walks around Faringdon and invite visitors into our school to talk about their own experiences. In Nursery, the children start by learning about their own history and that of their family before moving out to their wider environment as they move further up the school. We teach children a sense of chronology, and through this they develop a sense of identity, and a cultural understanding based on their heritage.

For every topic, we start with an enquiry question and develop the pupils' knowledge by asking and exploring further questions. We make sure we introduce pupils to primary historical sources, such as artefacts, photographs and news reports, as well as having key texts for each topic. To enrich our curriculum we include trips, themed days and visitors, to engage and inspire our pupils.

At The Elms Primary, we teach children different attitudes towards learning ('Learning Muscles') and these are all explored and built upon through the teaching of history and run through every lesson. Attitudes such as showing curiosity like Maggie Meerkat and enjoying learning like Monty Monkey are encouraged through the way we plan our history lessons and the history topics we choose to teach. Our pupils feel confident to ask questions and we want our pupils to be so engaged with the topics we teach, that they want to continue their learning at home and outside the classroom. We teach the children to investigate past events and, by doing so, develop the skills of enquiry, analysis, interpretation and problem-solving.

Teaching Approaches

History teaching focuses on enabling children to think as historians. We place an emphasis on examining historical artefacts and primary sources and 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 also help children understand that historical events can be interpreted in different ways, and they should always ask questions about the information they are given.

We recognise that in all classes, children have a wide range of ability in history, and we seek to provide suitable learning opportunities for all children, by matching the challenge of the task to the ability of the child. We achieve this by:

- Setting tasks which are open-ended and can have a variety of responses
- Setting extra opportunities to challenge children in history.
- Providing resources that support and/or challenge
- Using adults to support and/or challenge children individually or in groups

Emphasis is placed on the development of skills and historical perspective, alongside factual knowledge. A variety of teaching approaches are used:

- Teacher presentations, storytelling, role play and drama
- Investigating artefacts and sources of evidence such as people, photographs, portraits, written materials, ICT based materials and TV and radio extracts
- Individual and group research
- Discussions and debates
- Fieldwork and visits to museums and sites of historic interest
- Presenting knowledge and understanding in a variety of ways such as through art, drama, models, various writing styles/genres, timelines, sketches and maps.

History Curriculum Planning

We use the EYFS statutory framework and the National Curriculum as the basis for our planning in history, but we have adapted this to our local context and the needs of our pupils. We plan progression into the scheme of work, so that the children are increasingly challenged as they move through the school. The key concepts that weave through our topics are:

- Class
- Settlements
- Monarchy
- Power
- Conflict
- Migration
- Religion
- Race

To ensure progression of knowledge and skills across the school, the topics are set by the subject leader. Each topic is given an enquiry question as the title, for example 'Who stood up for what they believe in?' (Year 2 topic) These overarching enquiry questions have been incorporated into the development of the whole curriculum across both Folly View and The Elms Primary Schools.

History Enquiry Topic Titles at The Elms Primary School:

	Autumn Terms	Spring Terms	Summer Terms
Nursery	Who am I?	Who is part of my family?	What special things have happened to me and my family?
Reception	How are my toys different to my grandparents'?	How do nurses save the world?	What can we learn from stories set in the past?
Year 1	Who was Lord Berners and why is he important to Faringdon?	What was the 'giant leap for mankind'?	Who discovered the dinosaurs?
Year 2	How were the lives of Queen Elizabeth I and Queen Elizabeth II different?	What can we learn from the Great Fire of London?	Who has stood up for what they believe in?
Year 3	How did life change in Britain between the Stone Age and Iron Age?	What did the Ancient Egyptians achieve?	(Geography Focus)
Year 4	What was Roman Britain like?	How did the Ancient Greeks affect the modern, western world?	(Geography Focus)
Year 5	Where would you rather have lived in 900AD?	Why did the Vikings invade?	(Geography Focus)
Year 6	(Geography Focus)	How did WWI affect Great Britain?	Who was Charles Darwin and what was his impact on society?

Each historical enquiry question is then broken down into a series of smaller enquiry questions to guide the topic in a certain path and to further ensure progression.

For example 'Who has stood up for what they believe in?' is broken down into the following:

- Which figures in history have stood up for what they believe in?
- What happened to Rosa Parks?
- What impact has Rosa Parks had on people's lives?
- What has happened in Greta Thunberg's life so far?
- What impact has Greta Thunberg had on our world?
- How are the lives of Rosa and Greta similar and different?

Class teachers then write the lesson plans for each history lesson, using each of these enquiry questions as a basis for a lesson, developing the theme in whichever way they choose.

Health and Safety

We enable all pupils to have access to the full range of activities involved in learning history. Where children are to participate in activities outside the classroom, teachers should be aware of the health and safety issues. Risk assessments are undertaken prior to activities to ensure that they are safe and appropriate for all pupils.

Assessment

The knowledge, skills and understanding in the programmes of study identify the aspects of history in which pupils make progress:

- Chronological understanding
- Knowledge and interpretation of events, people and changes in the past
- Historical enquiry

Children demonstrate their ability in history in a variety of ways. Teachers will assess children's work by making informal judgements during lessons. On completion of a piece of work, the teacher assesses the work and uses this information to plan for future learning. Written or verbal feedback is given to the child to help guide his or her progress. Children are also encouraged to assess their own learning and make judgements about how they can move their learning forward.

At the end of a whole unit of work, the teacher makes a summary judgement about the work produced. In order to assist these judgements, teaching staff are provided with an assessment sheet which, when completed, indicates the children who have met, have not met or have exceeded age-related expectations for that historical focus. This teacher assessment is then used as a basis for assessing the progress of the child and the information is passed on to the next teacher. The subject leader also collects the data to monitor the learning and progress of history through year groups and across the school.

Monitoring and Review

It is the role of the history subject leader to:

- Develop, implement and review an action plan for history
- Monitor history teaching and planning across the school
- Monitor pupil's learning of history by looking at their work and holding pupil interviews
- Provide training for staff members for the teaching of history
- Promote history across the school

This policy will be reviewed every year.