



Neatishead and Salhouse Federation

History Policy

To be reviewed annually	Neatishead & Salhouse Federation Primary Schools
Last reviewed	Feb 2018
Due for review	Feb 2019

Neatishead and Salhouse Federation

History Policy

1. Introduction:

At Neatishead and Salhouse Federation, the History curriculum is based on the September 2014 National Curriculum for Key Stages 1 & 2 and the Early Years 2012 framework in Reception classes and Fledglings.

2. Values:

Our Christian core values of respect, responsibility, perseverance, courage, compassion and trust are embedded in all we do.

We seek to share and enjoy our learning making it as much fun and as relevant as possible providing a joined up learning experience for children through an inspiring curriculum which takes account of children's interests.

Every child is valued as an individual; we aim to nurture enthusiastic, independent, resilient and confident children who will develop life-long learning skills.

We support the emotional, physical and cognitive development of every child in a nurturing environment adopting the THRIVE approach and encouraging them to be creative, unique, open-minded, respectful of themselves and of others in our school, our local community and the wider world.

We take our responsibility to prepare children for life in modern Britain seriously and ensure that the fundamental British Values are introduced, discussed and lived out through the ethos and work of our school.

3. Aims:

To ensure all pupils by the end of Key Stage 2:

- 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

4. Pedagogy and Curriculum

Early Years:

Children will begin to develop an awareness of the past through activities linked to 'Understanding the World' as outlined in the Early Years Foundation Stage Curriculum.

Key Stage 1:

Pupils will develop an awareness of the past, using common words and phrases relating to the passing of time. They will learn 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 will be supported to use a wide vocabulary of everyday historical terms. They will be encouraged to 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 will be helped to understand some of the ways in which we find out about the past and identify different ways in which it is represented.

Key Stage 2:

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.

5. Assessment for Learning:

Formative Assessment

Formative assessment is a crucial element in children's learning. It is intrinsic to Assessment for Learning - the improving of learning through assessment.

Within history, teachers will:

- Set history learning goals for the children.
- Discuss these goals with the children so they understand what they are aiming for.
- Take the learning goals from the knowledge, skills and understanding laid out in the National Curriculum history guidance.
- Use open-ended, interesting historical questions and scaffold their learning to help them succeed.
- Give frequent feedback to children about how they are doing and how they can improve.
- Actively involve all children in their own learning through, for instance, discussion and debate with peers and teacher; assessing, reviewing and reflecting on their own performance.
- Use on-going informal assessment (based on observation; discussion; questioning; written work) to adjust teaching and progress the children's learning.
- Notice that speaking and listening are central to formative assessment.

Summative Assessment

Pupils are assessed at the end of KS1 and KS2 against the following criteria:

KS1 criteria:
Aware of the past and the passing of time
Able to identify similarities and differences between ways of life in different periods
Has a wide history specific vocabulary
Able to ask and answer questions related to stories and other sources to build an understanding of key features and events
Understands ways in which we find out about the past
Knows about significant individuals, events and changes in living memory
Knows about significant individuals, events and changes beyond living memory

KS2 Criteria
Has a chronologically secure knowledge of local, British and World history

Aware of connections, contrasts and trends over time
Able to address and devise historically valid questions
Able to construct thoughtful responses selecting relevant historical information and historical terms.
Understand that different versions of history may exist and be able to give reasons for the differences
Be able to select and use a range of historical sources to support their understanding of history

Progression

Pupils across all years complete an identical activity annually. Teachers analyse pupils' responses looking for evidence of progression across year groups and using analysis to inform planning. (This approach to evidencing progression will be adopted at Neatishead during 2017-2018 and at Salhouse 2018-2019)

6. Environments for Learning:

Creative ways will be found to enhance school spaces to support the teaching and learning of history. The library will be appropriately resourced. Visits, visitors and resources will be used to support an historical understanding of local, British and Global history. Cross curricular themes will be used to support the teaching and learning of history.

7. Pupil and Family Support:

Inclusion

In order to provide all pupils with relevant and appropriate work at each stage:

- We set suitable learning challenges
- Respond to pupils' diverse needs
- Endeavour to overcome potential barriers to learning

Learning is planned and adapted to enable children to broaden, deepen and accelerate their understanding and development of skills and knowledge. Children are challenged to think at depth and deepen their learning. Our history curriculum is inclusive and promotes a growth mind set in all our children. Extra support and interventions are provided for children as necessary and in line with our SEND policy.

Home Learning

Regular 'Parent Plans' are shared with parents and carers by each class teacher with guidance on home learning activities which will support learning.

Reporting

Regular Structured Conversations/Parents' Consultations are scheduled when pupils' progress and attainment are discussed and targets set. A formal written report is issued at the end of the academic year.

Health and safety

Whilst planning for the curriculum, teachers will give consideration to any relevant risks. If appropriate, these will be highlighted on planning and the appropriate documents completed to meet with health and safety regulations.

8. Roles and Responsibilities:

Leading

The teaching team in each school work collaboratively to lead and develop the history curriculum.

Monitoring

The headteacher, senior leadership team and governors monitor the effectiveness of the history curriculum.