



**Verwood C of E First School & Nursery**  
**History Policy**  
**13<sup>th</sup> November 2019**

This policy outlines the purpose and management of the history taught and learned at Verwood C of E First School and Nursery. The school policy reflects the consensus of opinion of the teaching staff. The implementation of this policy is the responsibility of all the teaching staff.

**The importance of and entitlement to History**

*Engaging children and young people in investigating questions about people and events in the past helps them to better understand their lives today, the contested nature of knowledge and prepares them for the future as more informed citizens.*  
Independent Review of the Primary Curriculum 2009 Final Report

In line with the statutory requirements of the school curriculum which must be balanced and broadly based, our school commits to ensuring that every pupil at every stage of learning has regular and appropriately challenging and engaging learning in History which is informed by the National Curriculum. We recognise the importance of engaging pupils with a relevant, exciting and challenging History curriculum which inspires curiosity. In addition we will ensure that what our pupils learn in history and how they learn it not only inspires and stretches them intellectually but also contributes to their spiritual, moral, cultural and physical development and helps to prepare them for the opportunities, responsibilities and experiences of life in the 21<sup>st</sup> century. In accordance with the importance we attach to History our school aims to:

**Aims and Objectives**

- all children are taught the study of history as specified in the National Curriculum programmes of study;
- to foster in children an interest in the past and to develop an understanding that enables them to enjoy all that history has to offer;
- to enable children to know about significant events in British history and to appreciate how things have changed over time;
- to develop a chronologically secure understanding of periods of time in both British, local and world history;
- to recognise that the past is represented and interpreted in different ways and to use different sources of information to demonstrate their understanding of historical events;
- to help children understand society and their place within it, so that they develop a sense of their cultural heritage;
- to develop a wide vocabulary of everyday historical terms
- to know about people who have influenced the course of history;
- to develop in children the skills of enquiry, investigation, analysis, evaluation and presentation;

- enable the learner to understand core concepts and most notably cause and consequence, similarity and difference, continuity and change, change and progress/regression, significance, evidence, chronology, empathy, context, diversity and perspective, which have broad relevance and significance in the modern world;

### **Inclusion, equality of opportunity and differentiation**

History forms an integral and statutory element of a pupil's entitlement to learning and at our school we ensure that all pupils can engage with historical learning and develop as young historians irrespective of their race, cultural background, gender, sexual identity, religion, creed, level of intellectual ability or physical and emotional circumstances. Mutual respect and the fostering of empathy and community understanding at local, regional, national and global scales lies at the heart of the study of History and at our school we model this in terms of the inclusive nature of the learning and teaching we provide.

In our differentiation planning we take due regard of factors such as classroom organisation, learning materials and the learning environment. All children are given equal access to the programmes of study through differentiated support. Differentiation in terms of teaching methods and resources will be planned to meet the individual needs of the children. All children should have access to materials and opportunities suitable to their specific needs. Extra challenge is provided to deepen the learning of all children.

### **Ensuring continuity and progression in learning**

At our school, an important objective is for all pupils to develop as young historians and we achieve this by recognising and planning for what becoming better at History entails – progression - and consequently challenging and supporting our pupils to work historically in a more rigorous manner as they progress through the school. As pupils progress as historians this involves developing historical perspective through:

- Wider, more detailed and chronically secure knowledge;
- More focused and precise methods of enquiry and communication of understanding;
- A deeper understanding of more complex historical issues and concepts;

### EYFS

Within the EYFS History is integral to the Early Learning Goal of Understanding the World where pupils are encouraged and supported to “talk about past and present events in their own lives and in the lives of family members”. In addition, pupils “learn about similarities and differences” in relation to “objects” and “talk about changes” they observe. Within the EYFS, an awareness of the concepts, vocabulary and key terms of History is encouraged through planned purposeful play and through a mix of adult led and child initiated activity.

### Key Stage 1

At Key Stage 1, our expectations enable pupils to establish and begin to apply the principles of working as a historian and in particular to:

- Use everyday language related to time;
- Order and sequence events;
- Describe main story settings, events and principal characters;
- Talk about past and present events in their own lives and in the lives of family members;
- Develop an awareness of the past;
- Use common words and phrases relating to the passing of time;
- Fit the people and events they have studied into a simple chronological timeline;
- Use basic subject vocabulary in their oral and written narratives;
- Ask and answer questions and understand some of the ways in which historians find out about the past;
- Use simple sources of evidence to identify and describe relevant historical information and know that information can be retrieved from written sources such as books and also from visual sources like paintings and photographs as well as computers;
- Record their growing knowledge of the subject and communicate this in appropriate ways;
- Question why things happen and offer reasons;
- Be aware of similarities and differences between themselves and others, and among families, communities and traditions;
- Recognise and describe special times or events for family and friends;
- Identify similarities and differences between ways of life at different times;
- Identify, describe and offer basic reasons for why people did things in the past and what happened as a result;
- Make simple observations about different types of people, events and beliefs in the past;
- Construct simple historical accounts relating to people and events they have studied.

## Key Stage 2

In lower Key Stage 2, our expectations of pupil outcomes build on what has already been achieved at EYFS and Key Stage 1 and in particular we support pupils to:

- Continue to develop a sense of chronology and a secure knowledge of history;
- Identify connections, contrasts and historical trends over time in relation to the people and events that they investigate;

- Use an increasingly sophisticated and specialised subject vocabulary and use of historical terms;
- Pursue lines of enquiry which have been planned for them;
- Understand how knowledge of the past is constructed from a range of sources and that such sources may not be entirely objective or trustworthy;
- Select and organise information from historical sources;
- Understand that different versions of the past may exist and provide explanations for why this may be the case;
- Describe and make links between events within and across different historical periods;
- Explain why some people and events in the past may be considered more historically significant than others;
- use more specialised subject vocabulary and terms.

### **Approach to learning and teaching - learning and teaching through enquiry**

In History, learning is facilitated through pupils pursuing a key question led enquiry approach, which encourages them to take increasing responsibility for their learning and to think independently. At our school therefore we seek to encourage pupils to learn their History through big question led enquiries about significant events, people and changes which allows them sufficient scope and time to really engage in high order subject skills such as developing explanations, reaching conclusions, making judgements, evaluating and applying information learned in one context to another. Whilst knowing more subject information as the pupils progress through the school is important we are careful in our planning to ensure that there is always a balance between new content and the development of important subject skills and the ability of children to think critically about what they are learning and why. Rather than attempting to teach historical periods, societies, events or significant individuals in the past in their entirety, we ask insightful questions about them, which in turn supports pupils to delve deeply into aspects of historical topics. Our historical enquiries are carefully planned to enable pupils to construct knowledge, master subject concepts and generate questions of their own through the application of a range of critical thinking skills.

#### **In History, teachers:**

- Design relevant and engaging enquiries that help pupils answer significant questions about events, changes and the lives of significant individuals.
- Share with pupils what they are expected to learn and how they are expected to learn it;
- Key question led enquiries are structured to include a number of ancillary questions, the completion of which enable the pupils to progress gradually towards arriving at an answer to the overall big question;

- Provide a variety of learning activities that are used regularly, including observation, enquiry, investigation, games, mysteries, puzzles and problem-solving;
- Encourage pupils to evaluate critically information, ideas and different viewpoints;
- Provide plenty of opportunities for pupils to work as individuals, in pairs and in groups;
- Encourage discussion and insightful questioning so that pupils clarify their thinking;
- Set high expectations and use our progression of skills to aid this so that learning objectives and activities are always sufficiently challenging;
- Provide pupils with regular feedback about their work and about what they need to do next in order to improve;
- Use assessment, including the use of focused questions, to determine the pupils' levels of knowledge and understanding, before, during and after units of work;
- Expect pupils to record their work in a variety of ways, including diagrams, illustrations, pictures, letters, posters, annotated drawings and maps, reports, PowerPoints and oral accounts and presentations of their work.

### **Summative Assessment**

History comes under the 'Understanding the World' area of learning with focus on understanding People and Communities. Children are assessed against the Early Years Foundation Stage profile.

Opportunities are facilitated whereby children begin to make sense of their physical world and their community by exploring, observing and asking questions about people, places and the environment. At the end of the academic year, practitioners indicate whether children are meeting, exceeding or not yet reaching the expected level within this area of learning. The result of children's EYFS profile is shared with parents at the end of the year.

We will also make and report to parents a summative judgement about a pupil's knowledge and understanding of history on four occasions during the primary phase:

Summer term of Year 1	Summer term of Year 2
Summer term of Year 3	Summer term of Year 4

By the end of key stage one and two, pupils are expected to know, apply and understand the matters, skills and processes specified in the programme of study and each year group will assess the children according to the schools yearly breakdown of this. At the end the year a summative assessment is made of the children's attainment and this is then shared with parents in their child's annual report.

At the end of each of the three learning stages, the teacher will be able to use their knowledge and understanding of each pupil gained through extensive formative

assessment. At this point they need to take into account the relative strengths and weaknesses of each pupil and reach a 'best fit' summative judgement taking into account the whole of the attainment target rather than specific parts of it. Most critically, this decision is based on the professional knowledge and judgement that the teacher possesses of the pupil, built up over an extended period of time, which is then used to make a rounded and holistic judgement of their attainment in history.

### **Responsibilities of Subject Lead**

The history subject lead has the responsibility to take a lead in developing history further across the school; monitoring the effectiveness of teaching and learning; and the use of resources. The history subject leader is responsible for the monitoring of the history curriculum; monitoring may be through a range of methods including:

- assessment of pupils' learning
- scrutiny of pupils' learning and teachers planning across the school for progression and to identify strengths and areas for development
- discussion amongst staff and staff feedback
- formal observations
- Interviews with pupils

### **Policy Review**

This policy will be reviewed in line with the school's policy review programme.