

Newington Community Primary School



HISTORY POLICY 2023-2024

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| Amended: | Term 1 2023 |
| Updated by: | Hayley Allingham |
| Approved by the Governing Body: | |
| Signed: | (Chair of Governors) |
| Review: | Term 1 2024 |

Intent

A curriculum which provides both the foundations for academic success and the context to understand the world past.

At Newington Community Primary School we are committed to providing all children with a history curriculum which develops a solid foundation of knowledge of the past, an enthusiasm for the subject and the subject specific disciplinary skills which will lead them to future academic success. This policy sets out a framework within which teaching and non-teaching staff can work, and gives guidance on planning, teaching and assessment. It has been developed through a process of consultation with school staff and governors.

History is about real people who lived, and real events which happened in the past. History is concerned with sequence, time and chronology and is the study of evidence about the past; it gives us a sense of identity, set within our social, political, cultural and economic relationships. At NCPS we provide pupils with opportunities to expand their cultural capital to expand their understanding of the world around them. History fires 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. 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. They 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. In history, children find evidence, weigh it up and reach their own conclusions. To do this they need to be able to research, sift through evidence, and argue for their point of view – skills that are prized in adult life.

Aims

The aims of history at NCPS are:

- To instil in the children a curiosity and understanding of events, places and people in a variety of times and environments
- To develop an interest in the past and an appreciation of human achievements and aspirations
- To understand the values of our society
- To develop an understanding of the history of our local area
- To learn about the major issues and events in the history of our own country and of the world and how these events may have influenced one another
- To develop a knowledge of chronology within which the children can organise their understanding of the past

Ambition, Achievement, Aspiration

- To understand how the past was different from the present and that people of other times and places may have had different values and attitudes from ours
- To understand the nature of evidence by emphasising the process of enquiry and by developing the range of skills required to interpret primary and secondary source materials
- To distinguish between historical facts and the interpretation of those facts
- To understand that events have a multiplicity of causes and that historical explanation is provisional, debatable and sometimes controversial

Implementation

The children undertake a broad and balanced programme which is personalised to our pupils; their needs and their local area. Through the teaching of history, children learn a range of skills, concepts, attitudes and methods of working.

Early Years

History is taught in Reception as an integral part of the topic work through child-initiated and adult led activities. The children are given the opportunity to find out about past and present events in their own lives, and those of their families and other people they know. In the Foundation stage history makes a significant contribution to developing a child's understanding of the world through activities such as looking at pictures of famous people in history or discovering the meaning of new and old in relation to their own lives.

Key Stage 1

During Key Stage 1, pupils learn about people's lives and lifestyles. They find out about significant men, women, children and events from the recent and more distant past in Britain and the wider world. They listen, and respond to stories and use sources of information to help them ask and answer questions. They learn how the past is different from the present.

Key Stage 2

During Key Stage 2 pupils learn about significant people, events and places from both recent and more distant past. They learn about change and continuity in their own area, in Britain and in other parts of the world. They look at history in a variety of ways, for example from political, economic, technological and scientific, social, religious, cultural or aesthetic perspectives. They use different sources of information to help them investigate the past both in depth and in overview, using dates and historical vocabulary to describe events, people and developments. They also learn that the past can be represented and interpreted in different ways.

Teaching and Learning

The teaching of history focuses upon the accumulation of knowledge of the past, the skills of historians and developing a passion and interest in the subject.

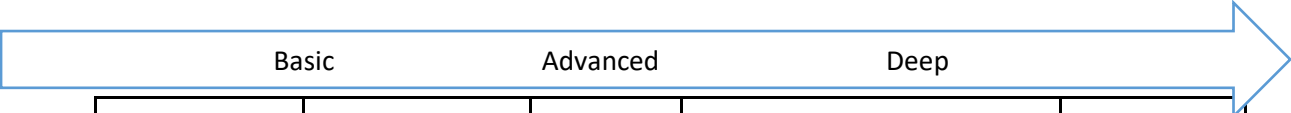
All units of study are structured in the following way:

Learning goes from being basic, to advancing to deep.

Basic learning is predominantly concerned with the acquiring of knowledge. It requires a low level of cognitive demand, often being taught through modelling and explaining, with activities which involve following instructions.

Advancing learning is learning which demands a higher level of cognitive difficulty. It involves the practising and applying of knowledge, which goes beyond simple recall, and it requires some decision making.

Deep learning is primarily driven by the learner, to solve non-routine problems whereby there may be multiple answers. It requires critical thinking and justification of the answers reached.

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| | Basic | | Advanced | Deep | |
| | Ignite | Assimilate | Pioneer | Express | Evaluate |
| Involves: | <ul style="list-style-type: none"> -Stimuli -Hook -Capture interests -Inspiring the imagination -Context -Scenario based learning | <ul style="list-style-type: none"> -Domain specific knowledge -Substantive knowledge -Subject Vocabulary -Rules and models -Procedural -Basic concepts -Case Studies -Retrieval practice -Comparative information | <ul style="list-style-type: none"> -Big Ideas -Disciplinary knowledge | <ul style="list-style-type: none"> -Planning for a project— deepening the relationship with learning -Planning for innovation -Individual/group project presented to peers/teachers/parents -Demonstrating: understanding of subjects, connections between subjects -Personal meaning -Application of knowledge | <ul style="list-style-type: none"> -Self-assessment -Peer assessment -Personal and community impact |
| Pupils will: | Experience | Name, describe, follow instructions or methods, recall information, ask basic questions, use, match, report, measure, list, illustrate, label, recognise, tell, repeat, arrange, define, memorise | Solve problems, explain methods, reason, classify, infer, categorise, make connections, pattern seek, organise, modify, predict, interpret, consider viewpoints, summarise, make observations, | Solve non-routine problems, explain concepts, hypothesise, investigate cite evidence, justify, design, create, prove | Evaluate, conclude, reflect |

Ambition, Achievement, Aspiration

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| | | | estimate, compare, debate | | |
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Throughout history lessons, pupils will:

- Have access to, and are able to handle artefacts
- Go on visits to museums and places of interest
- Access secondary sources such as books and photographs
- Have visitors who will talk about personal experiences of the past
- Listen to and interact with stories from the past
- Undertake fieldwork by interviewing family and older friends about changes in their own and other people's lives
- Use drama and dance to act out historical events
- Be shown, or use independently, resources from the internet and videos
- Use non-fiction books for research
- Be provided with opportunities to work independently or collaboratively, to ask as well as answer historical questions.

We recognise the fact that we have children of differing ability in all our classes, and so we provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this through a range of strategies which are differentiated by task, expected outcome and/or support from peers or adults.

History curriculum planning

At Newington Community Primary School History is taught discreetly, in order for pupils to develop history specific skills as well as interest and excitement for the subject. History is taught in 3 out of the 6 terms across the year, so that when it is taught it can be given the necessary time and depth to fully explore the content of the unit.

History units are sequenced as follows:

Units which focus on British History are taught in chronological order, so that pupils build their sense of chronology.

Units which focus on History throughout the wider world are taught non-chronologically, but according to the complexity of the content. For example, the Ancient Greeks are taught in Year 5- a point at which pupils are able to develop their understanding of more complex aspects of Ancient Greek culture such as philosophy.

Assessment and Recording

Assessment is an integral part of the teaching process. Assessment is used to inform planning and to facilitate differentiation. The assessment of children's work is on-going to ensure that understanding is being achieved and that progress is being made. Feedback is given to the children as soon as possible, and marking work will be guided by the school's Policy.

Monitoring

Monitoring takes place regularly through sampling children's work, and teacher planning, through a book scrutiny and lesson observations.

Roles and Responsibilities

The subject is led by the staff as a whole and each year time is set aside to review standards and monitor curriculum provision and ensure training and resources are up to date.