

HOLLINS GRUNDY PRIMARY SCHOOL

Happiness, Health and Respect for Confident, Creative Learners

History Policy

From the National Curriculum for England & Wales 2014 ...

Purpose of study

A high-quality history education will help pupils gain a coherent knowledge and understanding of Britain's past and that of the wider world. It should inspire pupils' curiosity to know more about the past. 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.

Aims

The national curriculum for history aims to ensure that all pupils:

- 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.

At Hollins Grundy ...

We support the aims of the national curriculum and value and promote History to all of our children. The principal way we teach History is through the 'Learning Challenge' curriculum using materials from Focus Education. Each half term, children work on 2 learning challenge topics, one of which is History or Geography based. Topics for the year are outlined on a long term plan for each year group. The topics are based on a question which the children will find the answer to as they work on the topic. Each topic is broken down into further learning challenge questions. These questions aim to engage and interest the children in the topic. Each topic has clear objectives linked to the new national curriculum, including objectives to challenge the more able children.

Topics also include an end of unit application activity where children can demonstrate what they have learnt for example, through an assembly, presentation, report etc. This provides the children with a purpose to their learning as well as providing assessment opportunities.

Each unit has a medium term plan outlining National Curriculum objectives and learning challenge questions for each topic. Staff then also have a weekly planner where they plan each learning challenge lesson in more detail, including some non negotiables such as: AfL, planned questioning, use of TA, differentiation, enrichment, timings, resources, vocabulary, Kagan strategies, opps for discussion & explanation, opportunities for children reflecting on their learning. Where possible staff try to plan for trips, visits or invite visitors to school to enhance children's learning in learning challenge work providing more of a context and engage them more actively in their learning.

Learning Challenge schemes of work and resources can be found in school and on the Focus website.

Assessment

Staff use pre and post assessment tasks from the Focus materials to help them plan lessons at the beginning of a learning challenge topic and assess learning at the end of a topic. Children's learning is assessed against learning objectives at the end of each unit and their achievements are recorded on the Target Tracker system.

Early Years

Reception follow the new Early Years curriculum (Development Matters from 2012). The areas of learning that relate to history are Understanding the World (The World covers geography element and People and Communities the history element) Understanding the World is taught through topics i.e Pirates, Space, Changes. Ongoing assessment information is collected using Fingertips.

Target tracker is used to assess pre learning statements which provide evidence to assess children against the ELG in The World and People and Communities, which are very broad goals. These are split into 30-50months and 40-60m months and above 40-60 months. At the end of the year children are assessed as either emerging, expected or exceeding the ELG for The World and People and Communities.

