

HOLLINS GRUNDY PRIMARY SCHOOL

Happiness, Health and Respect for Confident, Creative Learners

History Policy

From the National Curriculum for England & Wales 2014 (Updated 2021)

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 History – key stages 1 and 2
- 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.

Prior to starting in our Reception class, children should have begun to develop their historical understanding of the world by:

- Beginning to make sense of their own life-story and family's history.

EYFS

In EYFS, we aim to enable and encourage the children to develop their historical understanding of the world and become familiar with the world around them. At Hollins Grundy, we will deliver challenges will allow children to:

- Comment on images of familiar situations in the past.
- Compare and contrast characters from stories, including figures from the past.

To meet their Early Learning Goals (ELGs), children will be taught to:

- Talk about the lives of people around them and their roles in society.
- Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class
- Understand the past through settings, characters and events encountered in books read in class and storytelling

Key stage 1

Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. They should know 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 should use a wide vocabulary of everyday historical terms. They should 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 should understand some of the ways in which we find out about the past and identify different ways in which it is represented. In planning to ensure the progression described above through teaching about the people, events and changes outlined below, teachers are often introducing pupils to historical periods that they will study more fully at key stages 2 and 3.

Pupils should be taught about:

- changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.
- events beyond living memory that are significant nationally or globally.
- the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods
- significant historical events, people and places in their own locality.

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.

Pupils should be taught about:

- changes in Britain from the Stone Age to the Iron Age
- the Roman Empire and its impact on Britain
- the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor
- Britain's settlement by Anglo-Saxons and Scots
- a local history study
- the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China
- Ancient Greece – a study of Greek life and achievements and their influence on the western world
- a non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300.

At Hollins Grundy

At Hollins Grundy, we support the aims of the national curriculum and value and promote history to all of our children from EYFS through to Key Stage 2. The teaching we deliver supports the aims of the national curriculum and will help pupils gain a coherent knowledge and understanding of Britain's past and that of the wider world.

The learning opportunities and content we deliver enable the children to develop their historical understanding of the world and the people and locations within it. The principle way we deliver history is through the 'Learning Challenge' curriculum using materials from Focus Education.

EYFS

In EYFS, children focus on two different topics per half term. Focused sessions and learning opportunities enable children to develop key skills such as looking closely at similarities, differences, patterns and change. Sessions are structured so children can begin to understand changes, seeing the past through settings etc. In addition, the children have access to carefully structured continuous provision that allows them to expand on their learning further.

Key Stages 1 & 2

At Hollins Grundy, we deliver History through the Learning Challenge curriculum using some materials from Focus Education. Each unit is based on a question that is explored as the unit progresses.

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 further into individual lessons that enable children to explore the topic in-depth. These questions aim to engage and interest the children in the topic. Each topic has clear objectives linked to the new national curriculum.

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.

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.

UNICEF Rights Respecting School

Hollins Grundy is working towards becoming a Rights Respecting School through implementing a school wide recognition and understanding on the United Nations Convention of the Rights of the Child (CRC). We aim for the children to recognise and develop their understanding of their rights and for all school staff to recognise their roles as 'duty bearers' in promoting the CRC and ensuring that all children's rights are met. We aim for our children to become responsible citizens, adopting the mantra 'Rights + Respect = Responsible citizenship'.

We believe that a study of history, including history of the local area, can help children to understand the importance and value of their rights and the CRC. As the children develop their historical understanding, we aim to develop their understanding of how children's rights have not always been accessible and indeed, many key historical figures (such as Nelson Mandela who children study in Key Stage 1) have had their rights violated or ignored entirely.

This will not change our curriculum intent but will instead enhance it and further develop the children as responsible global citizens, with a clear understanding of the significance of the CRC and the importance of ensuring rights are recognised for all children with an awareness of what can happen to people when their rights are not met.

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.

Objectives are clearly stated for each unit in every year group in the Curriculum Intent Grid (CIG) for History. These objectives are linked clearly with the activities and opportunities for learning in the Learning challenge curriculum.

Children's progress is recorded on Target Tracker termly.