

Hunslet Moor Primary School



History Policy

At Hunslet Moor Primary School, our History Curriculum is underpinned by celebrating the rich history of our school and the local area. Topics are informed by this and the National Curriculum and are sensitive to the children's interests. At Hunslet Moor Primary School, we aim for History to inspire pupils' curiosity about the past. Through its teaching we endeavour for children to gain understanding of the complexity of people's lives, diversity of societies and relationships between different groups as well as their own identity. We aim to give children opportunities to investigate and interpret the past, understand chronology, build an overview of Britain's past and that of the wider world and to be able to communicate historically. Children are encouraged to ask perceptive questions, think critically, weigh evidence, sift arguments and develop perspective and judgement.

History Policy

Aims

- To give pupils an awareness of the past and how the past can help fashion the present.
 - To help children establish a sense of identity, community and family.
 - To help children understand cultural roots and shared inheritance.
 - To help a sense of chronology.
 - To develop the ability to interpret and understand the past.
 - To excite pupils and give them enthusiasm for the past.
 - To help children empathise and explore the feelings of others.
 - To enrich and help the teaching of other areas of the curriculum.
 - To build children's independent enquiry skills through using a range of resources.
 - To build children's resilience and wellbeing skills through a range of historical activities, whilst comparing the past to the present.
- To develop questioning and reasoning skills

Organisation

At Hunslet Moor Primary School we ensure that pupils cover the Key Skills required for History objectives taken from the National Curriculum.

We feel that it is important that we regularly review our planning and adapt our topics to make them relevant and engaging for the children, whilst ensuring they are developing life skills transferable into later stages.

History is taught in a practical, cross curricular way incorporating all relevant subjects where possible, which links to the overarching year group topic. For each topic, children will complete a range of activities to support their learning linking this, which is different each term or half term. There will be cross-curricular links for pupils to access the curriculum whilst being taught the knowledge and skills relevant to their year group within history.

Each class teaches history through a range of topics. History is taught following our long term plan and each Year group uses this to inform their medium term plans for each topic. This embeds historical knowledge and skills allowing transference and progression of these across the year groups. Teachers can plan each topic accordingly to show progression within learning, and to enhance cross curricular links. Skills and knowledge are constantly being built on and improved from the prior lesson.

History Programme

Teaching history will help equip pupils to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgment. History will help 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.

Early Years

History is taught through knowledge and understanding of the world in the Early Years. Pupils have the opportunity to understand the concept of simple time and changes, which will develop their chronological skills. Pupils are given a range of changes to explore and ask questions about change and time, therefore enhancing their enquiry skills. Opportunities are enhanced throughout the year through provision and focused activities.

Key Stage 1

Pupils will develop an awareness of the past, using common words and phrases relating to the passing of time. Children will have the opportunity to use a range of materials and resources to enhance their learning and development within history. 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 will 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.

Key Stage 2

In KS2 pupils will 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. Children will have the opportunity to use a range of materials and resources to enhance their learning and development within history. They will note connections, contrasts and trends over time and develop the appropriate use of historical terms. They will regularly address and sometimes devise historically valid questions about change, cause, similarity and

difference, and significance. They will construct informed responses that involve thoughtful selection and organisation of relevant historical information. They will learn how our knowledge of the past is constructed from a range of sources and that different versions of past events may exist, giving some reasons for this.

Teaching Strategies

History should be taught using:

- A variety of teaching strategies to excite and engage all types of learners, including the Visual, Auditory and Kinaesthetic learner.
- A balance of imparting knowledge and independent research involving the use of the library and the internet.
- Whole class lessons, individual, paired and group work.
- Role play, hot seating and other drama activities.
- Cross Curricular activities.
- Visitors to school.
- Visits out of school.
- A range of suitable resources and materials.
- Practical and hands on activities.

History teaching should develop the following skills:

- An understanding of chronology.
- Knowledge and understanding of events, people and changes in the past.
- How history is interpreted.
- Different methods of enquiry.
- How ideas are organised and interpreted.
- Questioning Skills.
- Life skills
- Resilience and wellbeing.

Inclusion

We provide equal opportunities by ensuring that:

- Tasks and resources are differentiated to ensure all abilities have access to the curriculum.
- SEND pupil's needs and outcomes are catered for to support their learning.
- Children's interests are followed to promote progressive learning.
- Children have the chance to build on their own learning and outlook on life.

Assessment, Recording and Reporting

- Lessons are evaluated by the class teacher, identifying individual progress and informing future planning.
- Work should be marked regularly and kept as evidence of the work covered, following the school's marking policy.
- Parents are made aware of their child's progress through parents evening and the annual written report.

- The School website is used to show examples of work and photos of trips and visitors relevant to the topic being studied.

ICT

Opportunities for the use of ICT should be recorded in planning.

These include:

Research using internet etc.

- Topic related software
- Data handling
- Word processing.
- Use of iPads for research and photos.