



History Policy

Reviewed:

Next Review:

Overview

Our History planning is based on the new curriculum, released in September 2013, across Key Stage one and two. At Junction farm primary school we incorporate History into our Topic lessons which take place at least twice a week. However, a different topic runs throughout the school for every year group, changing every half term. This allows us to integrate Topic into a range of subjects including English and Maths, as well as setting homework tasks and projects that are closely linked with either Geography or History. These cross curricular links throughout the week allow the children to really dissect a topic in detail. This allows them access to the History objectives even when the predominant focus may be on a different subject area such as English.

AIMS

- To know and understand history as a coherent, chronological narrative, from the earliest times to the present day.
- To know how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world
- To know and understand significant aspects of the history of the wider world and the nature of ancient civilisations
- To gain and deploy a historical understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'
- To understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance.
- To use these terms to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses.
- To understand the methods of historical enquiry, including how evidence is used to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed.

Key Stage 1

In Key Stage one pupils are taught about changes within the living memory and how they can be used to reveal aspects of change in national life. There is a greater focus on events beyond the living memory that are significant nationally or globally, for example The Great Fire of London, or Neil Armstrong landing on the moon. Also, we look at significant individuals of the past who have made huge contributions to society both nationally and globally. For example, Nelson Mandela, Guy Fawkes, and Queen Victoria. Children are also encouraged to explore historical events, people and places in their local area.



Key Stage 2

In Key Stage 2 children are encouraged develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They look at how to note connections, contrasts and trends over time and develop the appropriate use of historical terms. Our focus is to regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. As a result, they should construct informed responses that involve thoughtful selection and organisation of relevant historical information. We look at a range of sources to construct knowledge from the past.

Expectations

By the end of Key Stage 1, most children will be able to:

- Speak and write about famous people and events from the recent and more distant past, using everyday terms concerned with the passing of time;
- Distinguish between aspects of their own everyday lives and the lives of people in the past;
- Identify some ways in which the past is represented;
- Find out about the past by asking and answering questions using a range of sources of information.

By the end of key Stage 2, most children will be able to:

- Describe the contribution made by people, events and developments in the recent and more distant history of Britain and other countries and make links across the periods of history studied;
- Give some reasons for, and results of, main events and changes and provide explanations about why people in the past acted as they did;
- Find out about the past by asking and answering questions using a range of sources of information;
- Give some explanations for the different ways the past is represented and interpreted;
- Record their knowledge and understanding about the past in a variety of ways using dates and historical terms.

Visits and Visitors

Whenever possible we try and seek out opportunities for the children to participate in further historical learning through school trips as well as arranging school visitors to come and speak to the children about a specific topic. This not only gives the children further accessibility to a topic, but also delivers the information in a fun and interactive way.

Assessment

We assess children's work in history by making informal judgements about skills, knowledge and understanding as we observe them during each history lesson. On completion of a piece of work, the teacher marks the work and comments as necessary. At the end of a unit of work, the teacher makes a summary judgement about the work of each pupil to determine if the child is *emerging*, *developing*, *secure* or *mastery* within their subject.



The Subject Leader

The Subject leader will:

- Provide guidance on planning the units of work.
- Manage the budget and order resources.
- Check planning and assessment across school
- Analyse data highlighting any key findings
- Co-ordinate with other subject leaders across the academy to discuss good practice.