



History Policy 2023/24

History at Hartwell Primary School is present with many topic areas, where we link History to an array of subjects; allowing historical information to be presented strongly in the children's mind. Our children enquire into the past in Britain and the wider world to see how it has influenced the present. It provides opportunities for them to find evidence and evaluate in order to reach their own conclusions (sources/ artefacts/ viewpoints). To do this they need to research, assess findings and argue (debate) their point of view- skills that will be invaluable in adult life.

Planning

We ensure that historical knowledge, skills and understanding are taught through the following programmes of study in Key Stages 1 and 2: -

- Chronological understanding
- Knowledge and understanding of events, people and changes in the past
- Historical interpretation
- Historical enquiry
- Organisation and communication

To support our planning we use the **Historical Association** as guidance with ALL year groups (except Reception) covering 2 topics over the academic year. These lessons include a **key question** that can be used as an assessment tool in the children's understanding. Can they answer this at the end of the lesson? Both **Overview and In-depth Lessons** are included where we look at knowledge and understanding of events, people and change in the past, whilst investigating, enquiring and communicating interpretations from the past.

ALL MT and ST history plans are central on the T:Drive.

Links with Other Subjects

History links strongly with other subjects especially literacy and these are shown in the overview of topics across the year groups. Opportunities for ICT are also identified in planning, enabling opportunities for development across the curriculum.

Historical Language

This should be utilised in terms of language related to the passing of time and language connected to the measuring of time in all areas of the curriculum. This promotes chronology and connections between different time periods (including the impact on the modern world). Alf Wilkinson's

vocabulary poster will be shared with all members of staff and included in the planning and teaching of History.

Teaching and Learning

The objectives and the key questions are shared with the children within the lesson. Their involvement and interaction are an integral part of our approach to teaching and learning. A variety of teaching methods are used which involve whole class, group and individual activities.

As investigation is an important part of developing a historical outlook we use:

- Questioning
- Role play
- Drama
- Discussions (Debate Mate)

To enhance the children's perspectives and critical understanding we use this alongside historical evidence (both primary and secondary sources).

Evidence includes:

- Documents
- Photographs
- Portraits
- Pictures
- Visits
- Artefacts
- Buildings
- Websites
- Internet
- Audio tapes
- DVD/ Videos/ Online Content
- Information from experts/ local residents.

Units of Study (National Curriculum)

Early Years

Me and My Family

- Children talk about past and present events in their own lives and in the lives of family members.

Space

- Children know about similarities and differences in relation to places, objects, materials and living things.

Key Stage One

Year 1

Dinosaurs

- Events beyond living memory that are significant nationally or globally (dinosaurs' existence).
- 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 (Mary Anning 1799-1847).

Toys

- Changes within living memory- where appropriate these should be used to reveal aspects of change in national life (Victorian toys vs. Toys today).

Year 2

Victorians

- The lives of significant individuals in the past who have contributed to national and international achievements (Alexander Graham Bell).
- Significant places in their own locality (Holdenby House).

The Great Fire of London

- 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 (Samuel Pepys).

Key Stage Two

Year 3

Viking

- The Vikings and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor.
- Britain's settlement by Anglo-Saxons and Scots.

Ancient Greeks

- Ancient Greece- a study of Greek life and achievements and their influence on the western world.

Year 4

Stone Age

- Changes in Britain from the Stone Age to the Iron Age.

Egyptians

- 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 Egypt*.

Year 5

World War Two

- A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.

The Romans

- The Roman Empire and its impact on Britain.

Year 6

Tudors

- A study of an aspect or theme in British History that extends pupils' chronological knowledge beyond 1066 (Henry the Eighth).

Aztecs

- A study of an aspect or theme in British History that extends pupils' chronological knowledge beyond 1066 (1300-1521).

A **local study** is carried out as a whole school afternoon looking at Walter Tull.

Differentiation

At Hartwell the expectation is that ALL children should be able to access the knowledge, skills and understanding required in History. The expectations/ outcomes are shown at the end of each unit, highlighted within the medium term planning. Tasks are differentiated according to the individual needs of the children in the short term planning. These are reviewed and adapted accordingly. Differentiation may be planned by the task, support (through questioning and guidance) or outcome. Gifted and Talented children may be identified with a focus on providing breadth and depth in historical skills required to extend their understanding and knowledge of a particular era.

Assessment, Recording and Reporting

Assessment is ongoing and any significant features of a child's learning are noted in the short term planning sheet for the unit of work.

Children's written work within books, spoken word on post-it notes and photographs are all evidence of children's understanding within History.

The individual child's attainment is measured against the skills and understanding expected for each year group (symphony grids) and summative assessment for each child is measured and recorded against the National Curriculum programmes of study, shown on Target Tracker.

Symphony Grids and Target tracker are used by both the Subject leader, to monitor progress and attainment, as well as the Class teachers. This information can be used in reporting to parents at the end of the year.

Monitoring and Evaluation

A variety of strategies are used in the monitoring and evaluating of History throughout the school, with a specific focus identified on the School Improvement Plan. Monitoring outcomes are shared with the governors during feedback to the curriculum subject group committee.

Professional Development

Staff training needs are identified and included in the School Improvement Plan and appropriate action is taken.

Resources

History resources are stored centrally in labelled boxes and the organisation and updating of these is the responsibility of the History Co-ordinator.

These include:

- Historical Association schemes of work/ paper resources
- Artefacts
- Photographs
- Portraits
- CD's
- DVD's
- Information about visiting experts, local residents, buildings, historical places of interest.
- Internet resources

Health and Safety

All activities and visits are assessed for possible dangers and appropriate measures (risk assessments/ safeguarding procedures) are taken to ensure the safety of those involved.

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