

History Policy

At Moorside Academy our primary aim as educators is to ensure that our pupils are safe, *happy* and ready to learn. The ethos of our school is that the foundations are built firmly on *peace* and *respect*, regardless of an individual's role in the academy. Our children and their *families* (*community*) are at the heart of everything that we do here at Moorside and our curriculum has been developed in partnership with our children to be stimulating and engaging and to promote a lifelong love of *learning*. Our *nurturing* approach ensures that our curriculum is fully *inclusive* for all learners and we work hard to *challenge* all of our children and develop in them the *resilience* that will accompany them on their future learning journey.'

Aims and Objectives

At Moorside Academy Primary School, the aim of history teaching is to stimulate the children's interest and develop their understanding about the past, both in Britain and the wider world. Pupils consider how past influences the present, what past societies were like, and how beliefs and cultures influenced people's actions. Such studies should help the children to understand more about themselves as individuals and members of society.

The objectives of teaching history in our school are:

- To foster in children an interest in the past, and to develop an understanding that enables them to enjoy all that history has to offer.
- To enable them to know about significant events in British history, and to appreciate how things have changed over time.
- To develop a sense of chronology.
- To have knowledge and understanding of historical development in the wider world.

- To help children understand society and their place within it, so that they develop a sense of their cultural heritage.
- To develop in children the skills of enquiry, investigation, analysis, evaluation and presentation.

Teaching and Learning

At Moorside we use a topic approach to teaching History, whilst ensuring that the National Curriculum content provides a base. History teaching focuses on enabling children to think as historians. We can recognise the importance of examining historical artefacts and primary sources where possible. In each key stage we give children the opportunity to visit sites of historical significance, regarding this as an important way of stimulating interest in the past. We encourage visitors to come into school to give workshops or share expertise in a particular area. We recognise and value the importance of stories in history teaching. We focus on helping children understand that historical events can be interpreted in different ways, and that they should always ask searching questions, such as 'How do we know?' about information they are given.

Teachers planning will set out high expectations and provide opportunities for all pupils to achieve so that all pupils can take part in lessons fully and effectively. The key areas of study for history as set out by the National Curriculum 2014 are:

- Chronology
- Significant aspects of history in the wider world
- Vocabulary
- Continuity and Change
- Cause and consequence
- Similarities and differences

The Foundation Stage

History in Little Sparklers, Nursery and Reception is taught through the 'Understanding of The World' aspect of EYFS curriculum and is related to the six topics accessed by the children each year.

In the Foundation Stage the children are required to learn about their own personal history and some historical aspects of their own culture and the cultures of others.

Children in the EYFS are given the opportunity to learn about their own history and future as well as that of their family by comparing old photographs and learning about old and new (toys, vehicles, people of interest).

Children are introduced to stories and factual accounts which introduce a sense of time, and people, from the past and the present and are given an opportunity to reflect upon their findings using appropriate language.

Children are also given the opportunity to learn by comparison of artefacts from different times eg teddies and toys.

Key Stage 1

In Key Stage 1, history is about beginning to understand the concepts of the past, present and future and developing an understanding of their own and their families past, as well as some significant individuals in history. Children:

- Learn about peoples lives and lifestyles by finding out about significant people and events from the past.
- Listen and respond to stories and use sources of information to help them ask and answer questions.
- Learn how the past is different from the present.

Key Stage 2

In Key Stage 2, history is about developing knowledge, skills and understanding of significant people, events and places from both the recent and more distant past. Children:

- Learn about the change and continuity in their own area, in Britain and in other parts of the world.

- Look at history in a variety of ways eg. From political, economic, technological, scientific, social, religious, cultural or aesthetic perspectives.
- Use different sources of information to help them investigate the past, using dates and historical vocabulary to describe events, people and developments.
- Learn that the past can be represented and interpreted in different ways.

History and Inclusion

At Moorside we teach history to all children, whatever ability and individual needs. We endeavour to meet the needs of those pupils with special educational needs, those with disabilities, greater depth, and those learning English as an additional language, and we take all reasonable steps to achieve this. We enable all pupils to have access to the full range of activities involved in learning history. For pupils whose attainments significantly exceed the expected level, teachers will plan suitably challenging work. They may draw on material from higher levels of study or plan differentiation by extending the breadth and depth of study in history or plan work which draws on the content of other subjects.

Where children are to participate in activities outside the classroom, such as a visit to a museum or historical site, we carry out a risk assessment prior to the activity, to ensure that the activity is safe and appropriate for all pupils.

Assessment

Children demonstrate their ability in history in a variety of different ways. Younger children might, for example, dress up in costumes from different historical periods or act out a famous historical event, demonstrating their knowledge. Teachers in KS1 and KS2 will assess children's work by making informal judgements during lessons. On completion of a piece of work, the teacher assesses the work and uses this information to plan future learning. Written or verbal feedback is given to the child to help guide his or her progress. Older children are encouraged to make judgements about how they can improve their own work.

Once a whole unit of work is completed the children take a mini quiz and we make a summary judgement of the work of each pupil in relation to the National Curriculum levels of attainment. We use these to plan future work, to provide the basis for assessing the progress of the child and to pass information on to the next teacher at the end of the year. The subject leader keeps samples of the children's work for each year group in a portfolio which shows the expected level of achievement in history in each year of the school.

Resources

We have adequate resources in our school with support from the internet, to be able to teach all the history units in the skills based curriculum. Resources tend to be kept in the classrooms where they are most likely to be used. The subject leader keeps an inventory list which identifies the locations of history resources within the school. In the library there is a selection of topic books dedicated to history. As funding becomes available, new resources will be added. These will support the themes chosen by teachers to enable them to teach a creative curriculum.

Monitoring and Review

The subject leader is responsible for monitoring the standard of the children's work and the quality of teaching in history. The subject leader is also responsible for supporting colleagues in their teaching, for being informed about current developments in the subject, and for providing a lead and direction for history in the school.

This policy document will undergo a regular review (annually) to assess its value as a working document and to reflect any changes in practice. Upon review, those areas which may not have worked well will be modified according to experiences that have taken place.