

# Ellington Primary School



## History Policy Statement

### Introduction

History at Ellington Primary School is about allowing pupils to realise that History is about real people who lived and real events which happened in the past. The National Curriculum states, 'History is about helping 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 of History at Ellington Primary School

At Ellington Primary School we hope to:

- stimulate the children's interest, curiosity and understanding about the past

### Objectives

To provide a wide range of experiences and tasks appropriate to the needs of the children, to:

- instil in the pupils a curiosity and understanding of events, places and people in a variety of times and environments
- develop an interest in the past and an appreciation of human achievements, sacrifices and aspirations
- have a greater understanding of values of our society
- learn about the major issues and events in the history of our own country and of the world and how these events may have influenced one another
- develop a knowledge of chronology within which the children can organise their understanding of the past
- understand how the past was different from the present and that people of other times and places may have had different values and attitudes from ours
- understand the nature of evidence by emphasising the process of enquiry and by developing the range of skills required to interpret primary and secondary source materials
- distinguish between historical facts and the interpretation of those facts
- understand that events have a multiplicity of causes and that historical explanation is provisional, debatable and sometimes controversial

## Subject Content

Our History content is based on the National Curriculum. See Curriculum Overview (Appendix 1) and the content is mapped out on our Progression of Skills document for EYFS (Appendix 2) and Progression of Skills document for KS1 and KS2 (Appendix 3).

## Special Educational Needs and Higher Attainers

- Teaching needs to meet the needs of all children
- Children with special educational needs need to have differentiated activities which allow them to access the curriculum fully and make progress
- The planning should clearly indicate the objectives these children are working on
- Planning should be sufficiently differentiated to cover their needs
- Practical resources will be available to all children

## Early Years Foundation Stage

Foundation Stage pupils are taught history as an integral part of the Understanding the World work covered during the year. We relate the history side of the children's work to the objectives set out in the Early Learning Goals (ELGs) which underpin the curriculum planning for children aged three to five. History makes a significant contribution to the ELG objectives of developing a child's knowledge and understanding of the world through activities such as exploring historical artefacts, looking and discussing pictures of famous people in history or discovering the meaning of new and old in relation to their own lives. Historical vocabulary is also introduced and developed to enable children to discuss their ideas fully.

## Planning

History is taught through a topic approach alongside Design & Technology, Geography and Art; links are also made with core subjects of English, Maths and Science wherever possible. Our Creative Curriculum is carefully planned to engage and excite all our learners, in order to provide the school with a high quality curriculum, it is the driving force for our planning. Our Curriculum Overview (Appendix 1) for each year group links to skills and themes covered which is highlighted in our Progression of Skills documents (Appendix 2 and 3).

## Teaching and Organisation

History is approached through a variety of teaching and learning styles. Our principle aim is to develop the children's knowledge, skills and understanding and we believe in a variety of teaching methods, including whole class teaching and combine these with enquiry-based research activities. We believe children learn best when:

- they have access to and are able to handle artefacts
- they have access to secondary resources
- they undertake fieldwork
- they can confidently use a range of stimuli for research
- they can work independently and collaboratively in ability and mixed ability groups

We recognise the fact that we have children of differing ability in all our classes, and so we provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this through a range of strategies which are differentiated by task, expected outcome and/or support from peers or adults.

## Teaching Assistants

Time should be set aside prior to the lesson to discuss with the teaching assistant the learning objectives, the activities and their role in the children's learning. Teaching Assistants should be used to support the learning of children throughout the whole of the history session. During the lesson they can: support a child/ group to ensure good understanding of objective being taught. Teaching Assistants need time at the end of the session to discuss the work of the child/children they have supported with the teacher.

## Classrooms and Display

To reinforce, support and celebrate the children's learning all classrooms should have a topic based display. Displays, wherever possible, should demonstrate cross-curricular links to reinforce learning in all curriculum areas.

## Assessment

Formative assessment will be collected throughout each history topic. Grades of WTS (working towards), EXS (expected), GDS (greater depth) will be given. Pupils in EYFS are monitored throughout the year using the Early Years Foundation Curriculum and against the ELG at the end of the year using the EYFS Profile.

## Marking and Feedback

Good feedback should:

- Praise the child
- Celebrate success of children through rewards and celebration assemblies
- Explain what the child has done well and what they have achieved/learned
- Extend the learning that has already taken place through questioning
- Clarify any misconceptions
- Be a dialogue between the teacher and the child
- Provide an opportunity to assess a child's progress and inform assessment and planning

## Role of Subject Leader

The subject leader is responsible for improving the standards of teaching and learning in History through:

- Monitoring and evaluating pupil progress
- Analysing data
- Ensuring breadth and balance of the curriculum is achieved
- Taking the lead in policy development
- Supporting colleagues in their continued professional development (CPD)
- Purchasing and organising resources
- Reporting to governors and senior leadership team
- Providing guidance, support and training for parents and carers
- Keeping up to date with recent curriculum developments

History Policy

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April 2020

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