

## **Hedon Primary School History Policy**

**Approved by committee 24<sup>th</sup> November 2020**

**Approved by full governors 5<sup>th</sup> January 2021**

**Reviewed**

**This policy will be reviewed every 2 years unless significant changes current or a situation requires a specific response.**

### **Policy Statement**

At Hedon Primary School we shape our history curriculum to ensure it is fully inclusive to every child. Our aims are to fulfil the requirements of the National Curriculum for History; providing a broad, balanced and differentiated curriculum that encompasses the British Values throughout; ensuring the progressive development of historical concepts, knowledge and skills; and for the children to study life in the past. History can mean two things – the past and the study of the past. The past includes all aspects of our lives that have gone before. History shapes the customs and beliefs of the communities to which we belong. Learning about the past and the methods used to study it helps pupils to make sense of the world in which they live. History is about real people and real events interacting upon each other in the past. It is important that we can find out what has happened in the past through the use of actual evidence which comes from many sources and is presented in many ways. Through history, pupils will develop the concepts of continuity and change which are frequently part of our everyday experience. Pupils will also gain knowledge and understanding about some of today's situations when looking at them within an historical context.

### **The Aims of History**

- To develop an interest in the past and an appreciation of human achievements and inspirations.
- To learn about some of the major issues and events in their own country and the world and how these events may have influenced each other.
- To develop an understanding of the concepts of time and chronology.
- To understand how the past was different to the present and the people of other times and places may have had different values and attitudes from our own.
- To understand that events have usually a multiplicity of causes and that historical explanation is provisional, always retractable and sometimes controversial.
- To stimulate the imagination.
- To communicate clearly employing a wide range of media.

### **Curriculum and School Organisation**

#### **Foundation Stage**

History in the Foundation Stage is taught within the specific area of “Understanding the World”. The children are supported in developing the knowledge, skills and understanding that helps them to make sense of the world. Topics are generated by the children’s interest and can change every year, cohort depending. Some topics which have been covered in the past include: dinosaurs and Space and through these people in history are covered. Seasonal topics are also covered eg. Bonfire Night, Chinese New Year, Christmas and Easter.

The pupils are encouraged to talk about their families and past and present events in their lives. They begin to gain knowledge and understanding of the world through:

- Photographs/artefacts
- Listening to stories and memories of older people
- Role play activities
- Discussing events in the past and their own personal lives
- Sequencing events to gain a sense of time

### **Key Stage 1**

The new 2014 National Curriculum at Key Stage 1 focuses on developing children's awareness of the past, using common words and phrases relating to the passing of time. 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. Children should 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.

In planning to ensure the progression described above, through teaching about the people, events and changes outlined below, teachers may introduce pupils to historical periods that they will study more fully at Key Stage 2. Pupils should be taught about:

- Changes within living memory
- 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
- Significant historical events, people and places in their own locality

### **Key Stage 2**

The new 2014 National Curriculum at Key Stage 2 should continue to allow children to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. Children should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources.

In planning to ensure the progression, teachers should combine overview and depth studies to help pupils understand both the long arc of development and the complexity of specific aspects of the content. Pupils should be taught about:

- Changes in Britain from the Stone Age to the Iron Age
- The Roman Empire and its impact on Britain
- Britain's settlement by Anglo-Saxons and Scots
- The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor
- A local history study
- A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066

- 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 Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China
- Ancient Greece – a study of Greek life and achievements and their influence on the western world
- A non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300

-These items will be taught in time order through the year groups.

## **History Teaching**

Story and narrative are central to history teaching and are a natural resource in which sequence, causation and change can be explored. For younger children, in particular, they can provide a vehicle for developing language, a chronological environmental understanding and a stimulus for a range of work. There is an important and central place in history for good stories so that children can be taught to listen carefully and critically.

History teaching should cause pupils to ask “How do we know?” and provide them with experiences of working with different source materials, documents, photographs, maps, artefacts, oral testimony, videos, secondary interpretations as well as visits.

Although history will not always be taught and learned in a chronological sequence, pupils in Key Stage 2 will have access to some form of time chart so that passed events can be placed in a chronological sequence and their relative distance from the present identified.

Although history is strongly rooted in written and spoken language, information technology is a very useful tool for the historian. It can be used to store, retrieve and analyse information and for word processing. All classes have class computers, interactive whiteboards with access to the Internet and opportunities to use laptops and I-pads. These opportunities should arise frequently during history lessons and allow children to develop their own questions and research the topic.

Pupils should be encouraged to be imaginative when working with evidence while at the same time respecting it. They should be able to offer hypothetical explanations of past events, supported by carefully reasoned proof, and to test them by comparing sources, discussion and argument. Children will be given high quality mixed resources including some real past artifacts to work with.

History lends itself to and benefits from a wide range of teaching and learning styles i.e. whole class teaching, when new or complex materials are introduced, as well as paired, group or individual work.

## **Making History Relevant**

It is our intention at Hedon Primary School to enable the children to think as historians with the emphasis on examining historical artefacts and primary sources. The investigation of photographs, paintings and texts provides the children with more valuable experiences than studying history books. We also recognise and value the importance of stories in history teaching and we regard this as an important way of stimulating interest in the past as well as exploring history through English.

We focus on helping the children to ask searching questions about the information they are given in order to understand the past. We ensure that areas of history are investigated in detail to avoid stereotyping the past. When, for example, studying Florence Nightingale in Year 2, we also give equal weight to studying Mary Seacole, a British-Jamaican business woman and nurse who set up the "British Hotel" behind the lines during the Crimean War. We ask why one became famous and the other has been relatively ignored. We encourage children to think through moral and ethical questions. When, for example, studying William Wilberforce, we respond to children's questions about "Were there any good slave owners?" by encouraging

and facilitating discussion and debate. Our aim is to empathise with people in the past in an attempt to explore and understand. In so doing, we encourage children to develop in-depth critical thinking that they can apply to modern day events. Children's questions will be used to alter and guide teacher's planning – this may mean the lessons take a whole different route, this is what we want.

We also take part in whole school history days at Hedon, this can vary year upon year depending on any special events that may be happening for example, The Royal Wedding and celebration of VE day. All events are current which allows history to be brought to life for the children.

### **Making use of our Locality and Wider links**

At Hedon Primary School, we aim to provide strong foundations for children's development of historical knowledge, skills and understanding, by making best use of primary and secondary resources on our doorstep.

These include:

- The school itself – using school log books and photos.
- Our local village of Hedon and the Hedon Museum
- The seaside at Hornsea (Hornsea museum) and Bridlington.
- Hull City – its development as a trading port; the growth and decline of its docks and its current regeneration as a nationally important centre for the development of sustainable energy and wind turbines.
- Hull City - the siege of Hull in 1642 was the first major action of the English Civil War. In April 1642 the King returned to Hull to secure the arsenal at Hull, but was refused admittance at Beverley Gate by John Hotham (Year 6).
- Amy Johnson - Amy Johnson CBE, born in Hull on 1 July 1903. She was a pioneering English female pilot who was the first woman to fly solo from London to Australia. Flying solo or with her husband, Jim Mollison, she set many long-distance records during the 1930s (Year 2).
- Wilberforce House Museum – home of William Wilberforce, a key leader of the movement to abolish the slave trade. A native of Kingston upon Hull, Yorkshire, he began his political career in 1780 (Year 2).

We also make use of the six local museums and an art gallery as well as regional museums and centres of education. Going on trips out, and inviting history specialists in, are key to providing a rich and valuable historical experience and knowledge base for children.

All classes will attend at least one history/topic based school visit per year to ensure all children are able to learn beyond the classroom. Work will be enhanced during these visits and follow on work given to extend learning. Every class will also take part in WOW days to introduce or expand their different topics. The WOW days will take part in school and include various activities sometimes involving dressing up or visits from guests to give all children a chance to experience some form of their topic themselves.

### **Inclusion and the History Curriculum**

This policy relates to the school's philosophy for promoting equal opportunities. Children, irrespective of ability, race or gender, are given full access to the History Schemes of Work.

In order to provide work that is appropriate to the learning experiences of individual children, it is necessary for the teacher to be aware of the statements/IEPs that apply to children being taught in the class. For pupils with SEN, tasks are differentiated accordingly so that all pupils are included. There are occasions when the resources may be different from those of the class but these will be in keeping with the pupil's TSP.

More able and talented pupils will be identified and their work differentiated accordingly – every lesson should give all children the opportunity to push their work to greater depth. In history this can be shown in

different ways, for example using what they learnt in previous years to evaluate current topics. Teachers take account of the three principles of inclusion, set out in the National Curriculum, which relate to:

- setting suitable learning challenges
- responding to the diverse learning needs of pupils
- overcoming potential barriers to learning and assessment for individuals and groups of pupils. The above principles are considered in medium and short term planning. Teaching assistants may support individuals or groups of children within the lessons.

### **Assessment, Record Keeping and Recording**

The approach to assessment, record keeping and reporting of this subject area follows the whole school policy guidelines. Children's history work will be put into their writing books and marked thoroughly to meet the whole school marking policy. Every classroom shall have a history/topic display including EYFS.

All pupils' work is regularly marked and assessed against the key skills, these objectives are then marked onto class lists. Pupils are encouraged to improve their own learning performance through the school marking policy, therefore altering any incorrect answers or improvements with green pen. Reports to parents are completed annually including information about their child's learning in history/topic.

### **Monitoring and Evaluation**

History will be monitored by the History Coordinator who will be responsible for gathering samples of curriculum work. Appropriate additional evidence eg photos of activities/displays/visits/assemblies etc will also be kept.

History pieces of work and plans will be monitored to ensure that the key skills are being effectively taught and match the needs and abilities of the pupils. This will include book scrutinies and lesson observations.

### **Review**

The curriculum will be kept under review and evaluated regularly. This will require discussion between the Head Teacher, History Co-ordinator and all teaching staff to ensure appropriate coverage of the curriculum and the teaching of key skills are being implemented.