

History Policy

Quinton Primary School



Approved by:	Headmaster: D Skelcher	Date: September 2020
---------------------	------------------------	----------------------

Last reviewed in:	September 2020
--------------------------	----------------

Next review due by:	September 2021
----------------------------	----------------

Quinton Primary School believes that History makes a valuable and distinctive contribution to pupils' education. Learning about the past, and the methods used to study sources and draw conclusions, helps pupils understand and contribute to the world in which they live. Our History curriculum follows the National Curriculum.

A topic-based approach to curriculum planning is employed within the school. The teaching of History is organised through half-termly topics, most of which have a History or Geography focus. The idea of this is to allow us to develop our knowledge based approach in a cross-curricular fashion.

INTENT

Our History curriculum is designed to develop children's curiosity and fascination about the world around them, how the world used to be, and to encourage them to think about what it will become. Our hope is that this information will remain with them for the rest of their lives.

We are committed to providing children with opportunities to investigate and make enquiries about their local area and beyond, so that they can develop a real sense of who they are, their heritage and what makes our world unique and special. We are also developing the children's ability to apply history skills to enable them to confidently communicate their findings and understanding to a range of audiences.

We have created long term plans for history, which show progression through both the children's knowledge and their enquiry skills, built upon year on year. Investigation and enquiry is built into each year group, starting with the basics in Year one, to a more developed knowledge and understanding by Year 6.

The focus of our History curriculum is knowledge. Our children learn historical facts, through investigation and enquiry and covering all the skills laid out in the curriculum for both Geography and History. We also send knowledge organisers home, for parents to be involved in their child's learning. The knowledge organisers include a timetable that informs the parents of the content of each class's weekly quiz. The weekly quizzes ensure that children are learning the 'knowledge' from their topics.

AIMS

- To help pupils develop a sense of identity through learning about their family, the development of their community, Britain, Europe and the world.
- To introduce children to what is involved in understanding and interpreting the past.
- To develop a range of skills necessary for historical enquiry and interpretation.
- To arouse an interest in the past and an appreciation of human achievement.
- To understand the present in the light of the past and the influence that events in the past have in shaping the present.
- To develop children's knowledge and understanding of major issues and events in the history of their own country and others.
- To acquire a chronological structure and language in order to provide a frame-work for understanding the past.

- To understand the difference between the past and present, and that people of other times and places may have held different values and attitudes from ours.
- To enrich other areas of the curriculum.
- To allow children to approach the curriculum, learning to become historians.

IMPLEMENTATION

We don't follow a specific scheme of work, but we have based our topics on the Prospectus Curriculum and all staff use this to inform their planning, altering where appropriate. We ensure that our lessons are cross curricular, using our topic as a base for other subjects, such as literacy, with crossover between history and geography, computing, art and where possible science and maths. Throughout every lesson, teachers use the children's work and questioning to check children's understanding.

To aid our teaching, we have a wide variety of resources within the school. The local library service provide both books and artefacts related to our topics and, as we progress, we will add to existing resources. We teach a topic based curriculum, which ensures that the knowledge for all history topics is covered.

EYFS

Early Years explore historical themes and content through the Understanding the World strand of the EYFS curriculum. This involves guiding children to make sense of their physical world and their community through opportunities to explore, observe and find out about people, places and time.

KEY STAGE 1

During Key Stage 1, pupils learn about people's lives and lifestyles. They find out about significant men, women, children and events from the recent and more distant past, including those from both Britain and the wider world. They listen and respond to stories and use sources of information to help them ask and answer questions. They learn how the past is different from the present. Pupils should develop an 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. They 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.

KEY STAGE 2

In Key Stage 2, pupils should continue 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. They 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.

IMPACT

As our whole curriculum has been redesigned and planned to demonstrate progression, it's too early to have a full picture yet, but so far results are looking positive.

The new format is still relatively new to us. We are still gathering evidence to show the full impact of our new history curriculum. We are building more and more varied evidence with every new topic.

We hope the children enjoy the way we have approached the new curriculum, and take home with them a joy of learning about their past.