

Mugginton Church of England Primary School



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History Policy

This policy has been written in accordance with the Christian ethos of our school, our recognition of British values, an awareness of our position in the Global community and taking account of all current Safeguarding and Child Protection guidance and the new national curriculum September 2014.

'The more you know about the past, the better prepared you are for the future'

At Mugginton Church of England Primary School, we aim for a high quality history curriculum which empowers our children to think and act as historians and learn from history to positively influence their future in their community and the wider world. We aim to inspire our pupils to enrich their knowledge and understanding about Britain's past, and that of the wider world, as well as providing them with a unique set of skills to understand and change the world. Our wish is for our pupils to use these tools and experiences to further enhance their academic pursuits, and to use history with confidence in their everyday life.

At Mugginton Church of England Primary School, we focus on building historical skills through a rich and progressive curriculum where we plan and sequence history lessons carefully, to build upon previous lessons, and secure new learning successfully. At the heart of our teaching is the desire to develop a pupil's love of the subject; to inspire, stimulate and achieve. We believe the study of history promotes children's curiosity, empathy and encourages them to ask critical questions and, ultimately, enables them to develop a better understanding of the society in which they live and that of the wider world.

We promote pupils' SMSC development through History in the following ways:

We provide a sense of enjoyment and fascination in learning about themselves, others and the world around them.

We support the ability to recognise the difference between right and wrong and readily apply this understanding in their own lives, and to recognise legal boundaries and, in doing so, respect the civil and criminal law of England.

Interest in investigating and offering reasoned views about moral and ethical issues and ability to understand and appreciate the viewpoints of others on these issues.

Acceptance of and engagement with the fundamental British values of democracy, the rule of law, individual liberty and mutual respect. They will develop and demonstrate skills and attitudes that will allow them to participate fully and contribute positively to life in modern Britain.

Understanding and appreciation of the wide range of cultural influences that have shaped their heritage and that of others.

Knowledge of Britain's democratic parliamentary system and its central role in shaping our history and values, and in continuing to develop Britain.

Intent

Our History curriculum encompasses the aims of the National Curriculum to ensure all pupils:

- know and understand the history as a coherent, chronological narrative, from the earliest times to the present day: focused on how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world
- know and understand significant aspects of the history of the wider world
- to develop articulation by building historically grounded understanding of historical terms
- understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections and draw contrasts.
- understand methods of historical enquiry, including how evidence is used rigorously to make historical claims and discern how and why contrasting arguments and interpretations of the past have been constructed
- expand historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history.

At Mugginton, we aim to build on the National Curriculum objectives by promoting the following Mugginton-specific history aims in line with our Curriculum Statement.

To help pupils gain a coherent knowledge and understanding of Britain's past and that of the wider world.

To inspire pupils' curiosity to know more about the past, in particular, the past in our local community and the changes which have taken place.

To equip pupils to ask perceptive questions, think critically, weigh evidence, sift arguments and develop perspective and judgement

To help pupils understand the complexity of people's lives and the process of change. In Key Stage 2, the children will be challenged to review critically the historical sources they encounter (for example, Tudor depictions of Richard III) and the motivations behind them.

To help pupils understand the diversity of societies and the relationships between different groups of people

To help pupils understand their own identity and the challenges of their time.

We encourage our pupils to work together productively on these skills to recognise the different ways we can solve problems, for example through collaborative work, research, discussion and independent learning. History is a powerful cross-curricular learning tool - it is inspiration for a range of our literacy activities and we promote relentlessly the idea that reading relevant texts can be transformative and is a valuable tool to enhance knowledge. We believe children learn from memorable experiences both in the classroom and through educational experiences and visits to which promote motivation and enrich learning. By providing our pupils a sense of identity through learning about the past and our locality, our pupils learn to develop skills of empathy, understanding the wider world and appreciate how we got here today. History teaches our pupils how to learn from the mistakes of others, promoting lifelong skills of resilience and perseverance. They develop a cultural awareness of the lives of others of different times and places, promoting equality for all.

In a History lesson at Mugginton, you will see:

Happy children, working with purpose individually or in groups. The children will be able to tell you what they are learning and what skills/knowledge they need to use in order to succeed (in an age-appropriate manner). They will be able to tell you about the different eras they have learnt about with good chronological understanding. Junior-aged children will be able to talk to a visitor about how present times differ from the time they are studying and can discuss some of the influences this country has had on the world. They will be able to talk about the progress they have made in the subject and pieces of work they are most proud of.

Implementation

Planning ensures continuity and progression of skills and knowledge. The long-term plans ensure full coverage of the national curriculum throughout the school. Medium and short-term plans for history outline in more detail how history is planned and weekly plans show differentiated activities for the range of abilities in a class.

In FS/KS1 pupils will be taught about

In the Foundation Stage, we relate the historical aspects of the children's work to the objectives set out in the Early Learning Goals. We give the children opportunities to develop their understanding of changes through history using activities that allow them to enjoy, explore, practise and talk confidently about history in our locality and beyond.

Topics include: Changes within living memory and aspects of change in national life; Events beyond living memory that are significant in national life; The lives of significant individuals in the past who have contributed to national and international achievements. The study of these individuals will be used to compare aspects of life in different periods; Significant historical events, people and places in their own locality

In KS2 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 an in-depth study

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

Teaching history to children with special educational needs

All teaching and non-teaching staff are responsible for ensuring that all pupils irrespective of gender, ability, ethnicity and social circumstances have access to the whole curriculum. All pupils are set appropriate work according to their ability, not age. Special needs pupils may be supported in a variety of different ways – see SEN policy.

Planning, Marking/Feedback & Assessment

Whilst there is no weekly planning 'pro-forma' which teachers are required to use, there are agreed features which all planning contains. This includes: links to specific NC objectives, the identification of pupils with specific learning needs (for example, children with an EHC plan) and opportunities for the more-able to challenge themselves.

Children's work is marked on a lesson-by-lesson basis using written and verbal feedback. Children are often asked to correct mistakes, including grammar and spelling mistakes, using 'fixit' pen and are challenged to answer 'Next Step' challenge questions which provide the opportunity for further reinforcement of work covered.

Short-term assessments are conducted during every lesson, through targeted questioning, written tasks, listening to the children's thoughts on their learning and through discussion with support-staff. This information is used to plan upcoming lessons. Medium-term assessments are carried out at the end of each half term and aim to assess skills and knowledge relevant to the history topic covered. A range of assessment activities including teacher-prepared tests, book scrutiny and pupil-discussion is used to measure progress. Successes and areas for development are identified and implications for teaching are discussed as a leadership team and as a staff.

Impact

Assessment and recording

See policy on assessment, reporting and recording.

Resources

Historical analysis is 'brought to life' by quality resources and artefacts. There is a range of resources in school including topic-specific Artefacts, Pictures and photographs, Music, Written sources, Computer applications, including iPads, and quality textbooks.

In addition, we aim to further enliven our lessons, promote empathy and increase engagement by inviting parents/other adults to join us and talk about the past; visit topic-specific buildings and sites and visit museums and other sites to enhance the teaching of history. We also run 'theme days' such as Victorian Day and Tudor Day in order to promote history-learning and help children develop a more detailed understanding of what life was like for children in other time periods.

Monitoring and review

The history coordinator/Headteacher monitors the work of pupils throughout the school and reviews the planning for each key stage termly. It is the responsibility of all staff to monitor and evaluate the curriculum provision for history within the school in order that pupils make the greatest progress. Evaluation may take place by means of a number of methods of including:

Scrutiny and assessment of pupils' work and their achievements.

Analysis of teacher's planning as seen in the long and short term plans.

Discussion between staff.

Classroom observation.

External inspection and advice.

Pupil interview/feedback.

At the end of the topic teachers review their work and annotate plans for future reference.