



Dolphinhholme Church of England Primary School

History Policy

Mission Statement:

With God at the heart of everything we do, we educate by encouraging a sense of wonder, praise and mutual respect. We offer every child opportunities for success, making them confidently equipped for life's journey.

Intent

Aims and Objectives

At Dolphinhholme CE Primary School we are passionate about providing all children outstanding learning opportunities in History. History is the process by which we describe and understand the past. It allows children to learn more about themselves as individuals and members of society. History provides a chronological framework for children's knowledge of the past and explores the influence of past events on the present. The subject gives us a sense of identity, set within our social, political, cultural and economic relationships. The intent of our History curriculum is to deliver a curriculum which is accessible to all and that will maximise the outcomes for every child so that they know more, remember more and understand more.

As a result, they will:

- Increase and develop their historical skills, concepts, knowledge and attitudes.
- Increase their understanding of the present in the context of the past.
- Develop and use their skills in enquiry, analysis, evaluation, and argument.
- Develop their interest in the past, arousing their curiosity and motivation to learn.
- Develop a sense of identity through learning about the past.

Implementation

Teaching and Learning Style

Curriculum Planning

The National Curriculum sets the requirements for teaching history throughout the school. This is supported by Dolphinhholme's History Progression of Skills document. Each key stage ensures that these requirements are fulfilled within their curriculum planning for each topic. This planning establishes continuity and progression for children of all abilities. Planning is organised on a two year (KS1) or four year (KS2) rolling programme due to mixed age classes. We are fortunate in that we are a small school and this gives us the advantage of more flexibility with our curriculum planning. We ensure that the pupils receive a well-balanced history curriculum whereby they develop their historical knowledge with increasing challenge and acquisition of historical skills. Topics are taught over a whole key stage, which allows collaborative approaches to planning and delivery. The curriculum maps outline in more detail how history is planned across the academic year, in each half term, and take into account opportunities for enrichment and cultural capital. Each year group has access to the Lancashire Professional Development Service National Curriculum Support Materials, to support their understanding of the topic.

Early Years Foundation Stage

At Dolphinhholme, we teach History in Nursery and Reception as an integral part of the learning covered during the key stage, within the seven areas of learning and development, particularly Understanding of the World. The children are encouraged to learn about the world around them. They find out about the past through talking to parents, grandparents and friends and they develop an interest in their own story as well as the stories in their family.

Key Stage 1

In line with the National Curriculum, pupils at Dolphinholme CE Primary School are encouraged to develop an awareness of the past, using common words and phrases relating to the passing of time. They use a wide vocabulary of everyday historical terms, and identify similarities and differences between ways of life in different periods. The pupils ask and answer questions and understand some of the ways in which we find out about the past and identify different ways in which it is represented. The planning through the individual topics often introduces pupils to historical periods that they will study more fully at Key Stage 2.

Pupils should be taught about:

- changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life
- events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries]
- the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods [for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell]
- significant historical events, people and places in their own locality.

Key Stage 2

In Key Stage 2, pupils 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 develop the appropriate use of historical terms connections and identify contrasts and trends over time. Pupils are able to address and 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, from a wide variety of sources. The children in Upper Key Stage 2 are prepared for their transition to Key Stage 3 with in-depth studies, to help them 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.

Assessment

Teachers will use the History skills progression document to inform planning and ensure coverage is taking place.

Teachers begin each half term by encouraging children to think about 'sticky learning'; what they can remember from previous terms and years and how this links with the current unit of work. Teachers will

then continue to make observations to inform future planning. Plans and evaluations will give teachers an opportunity to assess children's understanding of Historical skills and key vocabulary.

A sample of photos and children's work will be recorded during the monitoring process. Pieces of Geography work will be on display in classrooms and around the school. Regular informal discussions with children will take place between class teachers and the Geography subject leader.

Inclusion

Our children, irrespective of ability, gender, ethnic origin and social circumstances have access to the whole curriculum and the opportunity to make the greatest progress possible in all areas of the curriculum while in our school. Children with special educational needs will have access to the full history curriculum. If children need additional support on educational visits or when accessing fieldwork, provisions will be given to these children enabling them to take a full and active role. We value each child as a unique individual. We will strive to meet the needs of all our children and seek to ensure that we meet all statutory requirements related to matters of inclusion. (This policy should be read in conjunction with the Single Equality Policy).

Monitoring and Evaluation

The monitoring of the standards of children's work and of the quality of teaching in history is the responsibility of the Humanities subject lead. At Dolphinholme School, this will be done through a planned system of monitoring through book scrutiny as a whole staff in a subject specific staff meeting. The role of the subject lead will also involve supporting colleagues in their teaching, being available to support teachers during the planning process with ideas and possible curriculum links and keeping up to date with current developments in History. Dolphinholme has a subject ambassador for Humanities in each year group from YR to Y6. The subject ambassadors meet with the subject leader regularly.

Resources

Resources are kept centrally (in the loft) and in classrooms where appropriate. Materials for History are purchased or replaced as the budget constraints allowed, and as identified within School Improvement Planning.

Health and Safety

Educational visits are an essential part of the history curriculum and help to enhance children's knowledge and understanding in the subject. Planning for educational visits follows the current guidelines produced for schools by Lancashire County Council. Please refer to the school's policy for Risk Assessment procedures.

Impact:

Children know more, remember more and understand more about History. Children understand and use the key skills of chronological understanding, knowledge and understanding of events in the past, historical interpretation, historical enquiry and organisation and communication. The children achieve age-related expectations in History. As historians, children learn lessons from history to influence the decisions they make in their lives in the future.

Subject Leader: Emma Longden

Reviewed: December 2021

Policy to be reviewed at least every two years