



## Ashmole Primary School

# History Policy

### Introduction

This policy outlines the teaching, organisation and management of history taught at Ashmole Primary School.

### Aims (in line with the National Curriculum)

**We teach history to ensure that all pupils:**

- know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: 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: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind.
- gain and deploy a historically grounded understanding of abstract terms such as: 'empire', 'civilisation', 'parliament' and 'peasantry'
- understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses.
- understand the 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.

### History and the Creative Curriculum

**Through teaching history as part of the Creative Curriculum we can:**

- develop pupils' skills across the curriculum, especially in literacy, numeracy, computing, PSHE and history;
- promote pupils' awareness and understanding of gender, cultural, spiritual and moral issues through the teaching of British values;
- help pupils to develop a sense of identity and citizenship;
- embed pupils' awareness of the importance of values in different cultures across the world;
- enable pupils to transfer skills learnt into different aspects of their learning.

### Teaching and Learning

**When teaching history teachers will:**

- always explain the big question;
- always start a topic using children's chronology skills, to place the current topic on a timeline with prior topics to ensure children understand how history has formed over time;
- always use a key question to direct pupils' thinking / enquiry about the past and the skill being acquired;
- ensure that a range of resources and activities are used to allow each pupil to be effective in learning about the past;
- use starters and plenaries to ensure pupils fully understand what they have previously learnt, what they are learning, how they learn and how well they are progressing

- ensure that pupils learn in a variety of ways, both in and outside of the classroom.

#### **In learning history pupils will:**

- use a range of resources such as people, the local environment, visits, photographs, portraits, artefacts, written materials, Computing, TV / video extracts;
- use a range of and develop their historical skills throughout a topic;
- investigate significant issues about the past; work in a variety of contexts – individually, in groups, as a class;
- present their knowledge and understanding in a variety of ways such as through drama, art, models, a range of writing styles / genre, timelines, maps;
- begin to pose and investigate their own questions about the past.

#### **Assessment**

##### **To assess pupils' progress in history we:**

Assess pupils' strengths and next steps for development using milestones. Each term, teachers assess children's understanding throughout a topic based on the completion of work and the skills they have been able to use, to identify pupils who are not achieving the milestone (expected progress) and those pupils who are exceeding the milestone. All of the assessment is based on the 2014 National Curriculum expectations.

All of this information is passed up with the pupil throughout their time at school.

#### **Monitoring and Evaluation**

##### **To monitor and evaluate history, the subject leader:**

- carries out work and planning scrutinies;
- observes lessons;
- carries out pupil interviews;
- reviews provision of resources;
- supports with teaching and learning and CPD.

#### **Resources in school**

These are updated regularly and as appropriate. Texts, maps, atlases, videos, artefacts and photographs are some examples of the resources in school. Most resources are kept in classrooms in accordance to the topics being taught. A wide range of trips are planned to enhance learning and to support the History curriculum.

#### **Equal Opportunities**

All children are provided with equal access to the history curriculum. We aim to provide suitable learning opportunities regardless of gender, ethnicity or ability/disability.

November 2023

To be reviewed November 2024