



## **MICKLEOVER PRIMARY SCHOOL**

**Name of Policy:** History

**Date of Policy:** November 2021

**Member of Staff responsible:** Mrs Amanda Fasey

**Review date:** November 2024

**Signature:** \_\_\_\_\_ **Chair of Governors**

**Date Approved:** \_\_\_\_\_

### **At Mickleover Primary School**

**We are:**

**Motivated to learn**

**Proud of our achievements**

**Successful and skilled for life**



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## HISTORY POLICY

### AIMS

The aims of History are to enable the children to:

- 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 use relevant historical vocabulary as identified on the knowledge planner.
- 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.
- Understand the value of historical artefacts and sources; acknowledging their limitations and being aware of bias and propaganda.
- Gain 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; and between short- and long-term timescales.
- Understand that periods of history and their events occur at the same time; that whilst being chronological, events in time also run concurrently to others. In this way, parallels and contrasts can be identified and understood. For example, that the Iron Age occurred at the same time as the Ancient Greek Civilisation
- Be able to identify similarities and themes that occur in more than one historical period or civilisation- for example, that the Maya also built pyramids like the Ancient Egyptians

### THE ROLE OF THE HISTORY LEADER

The subject leader should:

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- keep up to date with new initiatives and developments including attending local network meetings.
- encourage and support staff in their teaching of history
- organise INSET as appropriate
- ensure that resources are maintained and updated as necessary including ICT software and hardware.
- ensure continuity and progression throughout the school
- manage the budget effectively

## **ORGANISATION**

Classes are taught in single age year groups in both key stages. There are two classes per year group who are taught using the same joint planning.

## **TIME ALLOCATION**

The school is using the National Curriculum examples as a basis for thematic or topic based planning, so therefore the time allocated is within the classroom timetable.

The Curriculum Overview Map outlines the topics to be taught in each year group and the History Progression Map details the skills and knowledge throughout the school.

## **FOUNDATION STAGE**

Planning for history in Foundation Stage is based on the updated Early Learning Goals 2021. It is an integral part of the topic work covered throughout the year, as outlined in the History Progression Map

## **CROSS CURRICULAR LINKS**

History contributes to many subjects within the primary curriculum and every opportunity will be sought to draw historical enquiry skills out of a wide range of activities. This will allow children to begin to use and apply history skills and knowledge in real contexts. Opportunities for extended writing in history may be part of an English lesson.

## **RESOURCES**

- All history resources are stored in classrooms or the container. Boxes are labelled according to topics.
- DVD resources are kept in the library or container and books specific to each year group are stored within that department.

## **INFORMATION COMMUNICATIONS TECHNOLOGY (ICT)**

ICT is used in a variety of ways to support teaching and learning. Each teacher has access to the Internet for use of interactive activities on the Interactive Whiteboard (IWB), as well as in the ICT suite. There is also a range of history software specific to each topic and key stage.

## **HEALTH AND SAFETY**

Teachers will follow the “Rules for safe use of the Internet” to protect children when accessing the Internet for research purpose.

Children should be reminded of rules for the safe handling of artefacts, e.g. gas masks.



## **EQUAL OPPORTUNITIES**

Mickleover Primary School is committed to providing a teaching environment which values, respects and challenges all children regardless of ability, race, gender, religion, social background, culture or disability.

In the context of the History curriculum this might include:

- Examples of male and female historians.
- Ensuring that a range of historical periods are represented and a variety of people are used as positive role models.

## **WORKING AT GREATER DEPTH**

Staff must ensure that there are adequate opportunities for children to work at Greater Depth and these should be noted within planning where appropriate. A child working at Greater Depth should be able to work independently and with confidence: be able to explain their ideas when making conclusions; make links to other periods of history; use inference when using historical sources; apply correct historical vocabulary and be able to analyse information to pick out salient facts.

## **SPECIAL EDUCATIONAL NEEDS**

Pupils are supported in a number of ways depending on their difficulties. This may include use of a Teaching Assistant, appropriately differentiated tasks or access to specialised equipment. Specific areas of weakness may be targeted through a Provision Plan or EHCP.

## **ASSESSMENT**

Assessment is an integral part of effective teaching and learning. Teachers assess children's work in history by making informal judgments as they observe pupils. Formal work will be marked on completion and feed back given where and when possible. Teachers keep formal assessment records on pupils' progress; this is recorded onto Pupil Tracker at the end of each year; passed on to the next teacher at the end of the school year and used to inform parents of progress.

## **MONITORING AND REVIEW**

The history leader will ensure that there is continuity and progression in history by monitoring the planning, scrutiny of children's work and lesson observations. As part of Mickleover Primary School's monitoring cycle, history is given time whereby the subject leader carries out the above and reports back to Senior Management Team, staff and governors on their findings.