



## **OVERSTONE COMBINED SCHOOL** **HISTORY POLICY**

### **PURPOSE OF STUDY**

A high-quality History education will help pupils gain a coherent knowledge and understanding of Britain's past and that of the wider world. It should inspire pupils' curiosity to know more about the past. Teaching should equip pupils to ask perceptive questions, think critically, weigh evidence, sift arguments and develop perspective and judgement. History helps pupils to understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time.

### **AIMS**

At Overstone Combined School we aim to implement and ensure coverage of Key Stage 1 and Key Stage 2 of the History National Curriculum (2014). 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 these 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
- 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.

### **TEACHING AND LEARNING**

History teaching focuses on enabling children to think as historians. Through our question-led curriculum we aim to stimulate thinking and engage the children in their learning and enquiry. We place an emphasis on examining historical artefacts and primary sources. We give children the opportunity



to visit sites of historical significance. We encourage visitors to come into the school and talk about their experiences of events in the past. We recognise and value the importance of cross curricular learning, drama and storytelling in History teaching, and we regard this as an important way of stimulating interest in the past. We focus on helping children understand that historical events can be interpreted in different ways, and that they should always ask searching questions, such as 'how do we know?' about information they are given.

We recognise that in all classes, children have a wide range of ability in History and we seek to provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this by:

- setting tasks which are open-ended and can have a variety of responses;
- setting tasks of increasing difficulty, some children not completing all tasks;
- grouping children in mixed ability groups to allow pupils to support each other in the learning process;
- providing resources of different complexity, depending on the ability of the child;
- using teaching assistants to support children individually or in groups.

### **FOUNDATION STAGE**

We teach History in Foundation Stage as an integral part of the topic work covered during the year. We relate the History side of the children's work to the objectives set out in the Early Learning Goals 2021 (ELGs): Past and Present and People, Cultures and Communities, which underpin the curriculum planning for children aged three to five. In Foundation Stage the children begin to develop an understanding of time in relation to themselves and their families. They learn to distinguish between things that are happening now and those that have already happened. History makes a significant contribution to developing a child's knowledge and understanding of the world, through activities such as dressing up in historical costumes, looking at pictures of famous people in history, or discovering the meaning of vocabulary ('new' and 'old', for example) in relation to their own lives.

### **KEY STAGE ONE AND TWO**

In history, children are taught the same historical skills throughout the school but the skills are applied to a variety of different time periods. In terms of evidence, the same questions will be applied to different sources such as artefacts, pictures/paintings, written accounts as to whether they are a reliable source.

Children are encouraged to ask a variety of questions on one particular subject whether that be a piece of evidence, an event or the time period in general.

These key skills are applied to history units:



- Developing a chronological understanding putting the time period in context with those previously studied. Connections are constantly being made in history lessons and units, whether that be between time periods previously studied, or to the present day
- Understanding the cause or consequence of a significant historical event.
- Understanding what has changed or stayed the same since a time period.
- Understanding the impact of a time period on our lives today.
- The opportunity to ask historically valid and deep questions.
- Analysing evidence and questioning its validity.

### **ASSESSMENT, RECORDING AND REPORTING**

Throughout the school, teachers will use Target Tracker to assess whether children are working at the expected level, below the expected level or at greater depth within the expected level for their age based on their understanding and application of the content of the National Curriculum 2014. Progress and attainment is reported to parents through parents' evenings and end of year reports.

Cold task assessments at the beginning of a unit of work will assess the children's understanding of key vocabulary that will be addressed during the unit and starting points from existing knowledge.

There is no statutory teacher assessment in KS1 and KS2 for History.

### **SUBJECT LEADER ASSESSMENT AND MONITORING**

The subject leader works alongside the Senior Leadership team to monitor standards of teaching and learning at Overstone Combined School. A structured cycle of planning and work scrutiny, observations, and pupil and staff interviews/surveys will provide information to judge the effectiveness of the subject as well as future development points.

Curricular development is linked to the SIP and performance management cycle where necessary, and subject leaders will report on the impact of the subject within the school on a termly basis.

### **EQUALITY OF OPPORTUNITY**

All children have equal access to the History curriculum and its associated practical activities. The Leadership Team, Class Teachers and TAs at Overstone Combined School are responsible for ensuring that all children, irrespective of gender, learning ability, physical disability, ethnicity and social circumstances, have access to the whole curriculum and make the greatest possible progress. Where appropriate, work will be adapted to meet pupils' needs and, if appropriate, extra support given. All pupils will be given suitably challenging activities. Gender and cultural differences will be reflected positively in the teaching materials used.

**UPDATED: September 2021**