



HISTORY POLICY

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School Mission Statement

Achievement, progress, challenge, inspiration and enjoyment are at the heart of everything we do. We are committed to providing children with the very best education to ensure that each child reaches their maximum potential and develops a lasting love of learning and sense of curiosity in the world around them.

We know that children who feel respected and proud of themselves will learn best. Both achievement and perseverance are celebrated and recognised.

We aim to deliver excellent education by providing a stimulating, rich and relevant curriculum which balances the rigorous teaching of core skills and knowledge with creative and imaginative opportunities.

We believe in our role in shaping future communities and aim to ensure our children leave here as happy, successful individuals – sociable, thoughtful, confident, and equipped with the skills they need to do the best they can in their immediate environment and the wider world.

Our expectations of the children and the adults within the school are high. We foster a welcoming, safe, disciplined environment where all children, families and all other members of our school community are treated with tolerance, kindness and respect.

Why is an understanding of history important?

We believe that the study of history is essential for our children as they develop into well-rounded global citizens. Children develop their skills of enquiry, deduction, analysis, evaluation and inference whilst learning to question the world around them and starting to increase their understanding of the past, making links between civilisations and eras, as well as its relation and relevance to the present. We recognise that for children to develop self-worth and positive attitudes they must have access to a diverse picture of World History. Through our curriculum we look at the contribution of all relevant communities to the history of Britain and rediscover lost narratives of groups from Roman times to the present day. We aim to build awareness to children, parents and the wider community about the diversity of our history and reflect on cultural bias so that we can build a cohesive community.

Curriculum Provision

History is highly valued in our curriculum and is therefore granted significant curriculum time. Most year groups spend two terms a year studying a history topic. (see below in blue) Although there is notable focus on British history, topics such as Ancient Egyptian civilisation, Ancient Benin and Ancient Greece allow the children to make links and connect civilisations in time and tradition. Effort is made to increase the relevance of topics studied by making links where possible with life in modern Britain, for example links between current issues and emotions surrounding immigration and the Vikings.

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Autumn Term	Geography	Great Fire of London, Plague	Life in Ancient Egypt	The Romans in Britain	Ancient Greece	Local Area study: World War II
Spring Term	Thematic: How do you get into the history books?	Our Changing Area	Life in Britain from the Stone Age to the Iron Age	Britain's settlement by the Anglo-Saxons and Scots and Vikings	Ancient Benin	Thematic: Beyond Face Value
Summer Term	Geography	Geography	Geography	Geography	Geography	Geography

Aims and Objectives

Aims	Objectives
To provide a broad and balanced and inspiring history curriculum which balances key knowledge with the development of skills.	<p>Provide weekly curriculum time for a minimum of two terms per year dedicated to the development of new skills and historical understanding.</p> <p>Provide a quality history curriculum with range and integrated opportunities for near and far learning, allowing for clear progression across key stages.</p> <p>Provide opportunities for cross-curricular work.</p> <p>Provide opportunities for children to develop self-esteem, confidence and a sense of place in the world through history education.</p> <p>Ensure that teachers have opportunities to develop their own historical knowledge and skills through relevant training and keep them up to date with developments in history teaching.</p> <p>Provide opportunities for our children to influence the history provision within the school through class discussion, pupil survey</p>

	and feedback from School Council.
To provide every child with the opportunity to be inspired by history through provision of high quality experiences and resources.	<p>Include a range of opportunities for children to learn outside of the classroom, expanding their realm of experience.</p> <p>Ensure classrooms have dedicated history area including high quality texts and learning journey display.</p> <p>Include opportunities for children to develop historical skills using tactile and original sources where possible to enable them to make a connection with the past.</p> <p>Maintain and develop links with community organisations and individuals which strengthen history provision and opportunity within the school for staff and pupils alike.</p>
To enhance children's appreciation of PSMC issues through the study of history.	Give pupils an historical education that draws on children's knowledge and experience and makes regular and purposeful links with PSMC issues both in the past and in present day society.
To develop a sense of chronology	Ensure that dedicated curriculum time is given to exploring the chronology of the civilisation being studied, including the duration, in order to develop children's sense of period, of continuity and change and the history of the world as a bigger picture.
To foster a curiosity about the past and an understanding of our place in the world.	<p>In line with national curriculum requirements, to ensure that children know about significant events in British history and to appreciate how British lifestyles and culture have changed and developed over time</p> <p>Develop children's understanding of how Britain is part of a wider European culture</p> <p>Develop children's knowledge and understanding of how the British system of democratic government has developed and, in so doing, to contribute to a child's citizenship education</p>

Teaching and Learning style

History teaching in KS1 employs the carousel method of teaching, whereby a range of activities employing a variety of skills (writing, discussion, role play, creativity, computing) are taught concurrently. Children will move around these activities on a rotational basis, some being teacher led and some developing their independent learning.

History teaching in KS2 focuses on enabling children to think critically as historians. We place an emphasis on enquiry based methods, whereby children are given a question to investigate and the tools with which to do so, examining historical artefacts and primary sources to make their own inferences and deductions where possible. In each key stage we place great emphasis on visits to sites of historical significance. 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. Planning is linked to SOLO taxonomy, enabling individual learning journeys to progress from a surface level of understanding to a deeper level of questioning and providing opportunities for near and far learning to enable links and themes to be developed. In line with John Hattie’s Visible Learning, we encourage children to feel empowered by and engaged their learning so that they understand what they are studying, why they are studying it and what their next steps are to improve.

The contribution of history to other subjects

We aim to maximise opportunities for links in our curriculum. However we are always clear of our purpose and focus – ensuring that the key historical attitudes and skills we wish to foster do not become consumed by the demands of another discipline.

Literacy

History contributes significantly to the teaching of literacy in our school, not least by actively promoting the skills of reading, writing, speaking and listening. Children develop their oracy through discussing historical questions in partners or in groups or presenting their findings to the rest of the class. In our weekly topic literacy lessons, they apply their writing skills in a historical context, separate from their daily literacy lessons.

Numeracy

History teaching contributes to the teaching of numeracy in a variety of ways. Children learn to use numbers when developing a sense of chronology through doing activities such as time-lines. Children learn to interpret information presented in graphical or diagrammatic form, for example when they study the Vikings gradual gain of control against the Anglo Saxons in graph form.

Computing

We use ICT in history teaching where appropriate and we meet the statutory requirement for children to use ICT as part of their work in history at Key Stage 2. Children use ICT in history to enhance their skills in data handling and in presenting written work, and they research information using the Internet. Children have the opportunity to use the I-pads to blog their history learning and then to subsequently comment on each other’s work.

Personal, social and health education (PSHE) and global citizenship

History contributes significantly to the teaching of personal, social, citizenship and health education. Children develop self-confidence by having opportunities to explain their views on a number of social questions such as how society has responded to immigration over time. They discover how to be active citizens in a democratic society by learning how laws are made and changed, in particular looking at the Magna Carta, and they learn how to recognize and challenge stereotypes and to appreciate that opinions change over time. They learn how society is made up of people from different cultures and increase their tolerance and respect for others. In our delivery of a balanced history curriculum, we help the children to deepen their understanding of global issues by making links between current

international issues such as human rights (linking to Mayans) and the Ebola epidemic (linking to the plague). This enables the children to see the relevance of historical issues in a contemporary context as well as widening their scope of the world as an entire entity so they can see their own place, not merely as an individual, but as a member of a continuous yet changing society.

The Arts

There are strong links between history and the arts at London Fields. Our termly Art and DT weeks link heavily to history topics with children developing their artistic skills through a historical theme. For example, stitching kerb stones to create a prehistoric burial site, or creating charcoal interpretations of original Mayan reliefs. Similarly, music is used as an opportunity to explore the cultural heritage of civilisations being studied.

British Values

In line with National Curriculum requirements, we actively promote the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs, in contribution to our pupils' personal, social, moral and cultural education. Over the course of their schooling career, pupils have the opportunity to visit the Houses of Parliament and a court of law as well as places of worship for each of the world faiths. Our weekly manners focus ensures that children develop essential skills of listening, respecting other's views and even table manners. They experience democracy through voting for their own School Council representatives, and more recently learning about the General Election and introduction of the Magna Carta. We recognise the vast contribution of Black people to our British Values and we ensure that all year groups study brave Britons who fought tirelessly to improve equality, inclusivity and justice in Britain.

We also mark Remembrance Day annually as a school and indeed in 2014, each year group went to visit the Blood Swept Lands and Seas of Red exhibition at the Tower of London.

How do we monitor the teaching and learning of history and evaluate impact?

Planning for history is completed by the subject lead and plans for progression across the key stages. The subject leader conducts learning walks and book checks to ensure that planning is adhered to and to evaluate the impact that the teaching is having upon the children's learning. The results of these are then fed back to the staff either formally or via the Staff Update. Staff have also completed a competency based survey, from which staff meetings and appropriate CPD are planned to further the impact upon our pupils. Children are actively encouraged to blog their work which can be found on our website, demonstrating the range of provision, which children can then proudly show their parents.

Targets for history provision are created on an annual basis in the Subject Leader Action Plan, based on termly assessed results and feedback. The history subject leader is also responsible for supporting colleagues in the teaching of history, for being informed about current developments in the subject, and for providing a strategic lead and direction for the subject in the school.

The history policy is evaluated and reviewed by the individual co-ordinator and senior management and agreed by governors.

Equal opportunities and SEN

All pupils are provided for in lessons, regardless of gender, race, disability or, in the case of external visits and visitors to the school, financial considerations. History forms part of the school curriculum policy to provide a broad and balanced education to all children. We recognise the fact that in all classes there are children of widely-different abilities in history and we seek to provide suitable learning opportunities for all children by matching the challenge of the task to the capability of the child.

Facilities and Resources

Children at London Fields benefit from extensive resourcing to support teaching and learning and a significant proportion of funds is spent each year on developing this.

In particular, we ensure that our children have access to:

- a wide range of high quality non-fiction and fiction texts to further learning in the topic.
- a variety of tactile historical sources and objects to engage, inspire and allow children to make historical connections.
- class sets of I-pads to ensure the development of computing skills in history.
- external sites in and around London, linked to their topic, which expand their realm of experience.