

# Pensby Primary School



## History

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## **RATIONALE:**

The History policy at Pensby Primary outlines the aims, values and approaches for the teaching of History. At Pensby Primary, it is our belief that History contributes to children's understanding of the modern world, ensuring that they thrive in a global society with an enthusiasm for learning about the past and develop knowledge and skills as historians that will lay the foundations for future study. 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:**

Our curriculum is ambitious and aims to ensure that all pupils:

- gain knowledge and understanding of and people, events and contexts from a range of historical periods, know this in a coherent, chronological narrative and understand how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world ;
- develop an ability to think critically about history and communicate ideas confidently to a range of audiences using and understanding a wide range of appropriate historical vocabulary ;
- develop the ability to support, evaluate and challenge their own and others' views using historical evidence from a range of sources;
- understand historical concepts and develop the ability to think, reflect, debate, discuss and evaluate the past by formulating and refining questions and lines of enquiry;
- generate a respect for historical evidence and the ability to make critical use of it to support their learning;
- develop a desire to embrace challenging activities, including opportunities to undertake high-quality research across a range of history topics;
- develop a sense of curiosity about the past and how and why people interpret the past in different ways.

## **ORGANISATION & CONTENT OF THE CURRICULUM**

At Pensby Primary School, children investigate and interpret the past, developing their skills of enquiry, analysis and problem-solving. Chronology is central to the organisation of our History curriculum and through this children develop a sense of identity and a cultural understanding of their own historical heritage, whilst also gaining an historical overview of Britain and the wider world. History is taught discretely in both KS1 and KS2 as part of half-termly topics, focusing on the knowledge and skills stated in the National Curriculum but is embedded further in other areas of the curriculum, allowing children to develop their skills across the whole curriculum.

### **EYFS**

In EYFS, children learn about History through topics and activities focussing on the statutory framework statements for Understanding of the World (Past and Present). Learning activities aim to bring together a number of key learning areas that are linked to objectives in both the Prime and Specific Areas within the statutory framework documentation. In EYFS, children begin to learn that as they grow up they are increasingly able to do more things for themselves independently. This emerging knowledge and understanding can be used to explore crucial early historical skills.

### **Key Stages One and Two**

History units are taught through half-termly topics in both Key Stages 1 and 2 and are in line with National Curriculum requirements. Most year groups will cover 3 topics during the course of a year.

## **REMOTE LEARNING**

In line with our remote learning policy, the skills and knowledge in History is taught through Seesaw and will include a range of pre-recorded videos, model lessons, worksheets and activities.

## **INCLUSION & INTEGRATION**

At Pensby Primary School, we are aware that children demonstrate a wide range of abilities and as a result, we seek to provide suitable learning opportunities for all children. Through song, role-play, shared and paired activities, the teaching of History is a highly inclusive subject and, although the principal aim of the teaching is to develop children's knowledge, skills and understanding, there is also an emphasis on enjoyment. We strive to meet the needs of all children and we take all reasonable steps to achieve this, ensuring that History is taught to all children, whatever their ability or individual needs.

## **LINKS WITH OTHER AREAS OF THE CURRICULUM**

Through teaching history we are also able to improve pupils' skills in literacy, numeracy and ICT, develop their critical thinking and communication skills and promote awareness and understanding of gender, cultural, spiritual and moral issues.

## **MONITORING**

### **Monitoring of History will occur annually and will include:**

- Lesson observations;
- Pupil interviews;
- Staff interviews;
- Scrutiny of evidence on Seesaw /Twitter, including links to other areas of the curriculum;
- Book scrutiny;
- Attainment in History is monitored by class teachers as part of our internal assessment systems and noted on Classroom Monitor. Progress will be monitored by the History leads.
- This policy will be reviewed by the History subject Leaders annually. At every review, the policy will be approved by the Headteacher/Governors.
- At the end of the academic year a subject leader report will be written and considered by SLT and Governors. The report will measure attainment and progress of all children.

## **ASSESSMENT & RECORDING**

### **EYFS**

Regular observations and assessments are made and recorded using an on-line journal (SeeSaw) and contribute to a summative assessment at the end of EYFS using the Early Years Outcomes.

### **KS1 and KS2**

Formative assessments of children's learning are made and assessed through observations and classwork and shared as evidence on SeeSaw. These assessments contribute to a summative judgment at the end of each term against statements found on Depth of Learning.