

HISTORY POLICY

MALPAS ALPORT ENDOWED SCHOOL

Overview

Our History curriculum aims to inspire children to develop their curiosity about the past, using a wide range of source materials and artefacts. Our History curriculum sets challenges, engages and inspires children and equips them with the knowledge and skills to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. We aim to enable our 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. By allowing children to critically evaluate historical source materials and artefacts, introducing them to a range of historical sites and workshops, our children will be able to reach, or exceed their potential in history and be able to see the progress they have made by showcasing the skills and progress they have gained each year.

Using the National Curriculum, history at Malpas Alport will allow children the opportunity to develop a deep understanding of key concepts and second order concepts.

Key concepts: A range of these concepts are explored through each historical unit and provide a vision through which to consider different aspects of history.

Community and culture (architecture, art, civilisation, communication, economy, inspiration, myth, nation, religion, settlement, story, trade)

Conflict and disaster (conquest, liberation, occupation, military, peace, plague, surrender, treaty, war)

Exploration and invention (discovery, migration, navigation, progress, tools)

Hierarchy and power (country, democracy, empire, equality, government, law, monarchy, oppression, parliament, politics, poverty, slavery)

Second order concepts: These are historical skills that are taught and applied through each unit of history. These skills build progressively as pupils move through the school.

Chronology

Similarity and difference

Cause and consequence

Continuity and change

Significance

Historical enquiry (source material, artefacts, fact and opinion)

Written and oral expression: (Using historical terminology, presenting findings in variety of ways, making comparisons and links, explanations, awareness of audience, using evidence to support statements)

We teach history to:

- Encourage pupils' curiosity about the past in Britain and the wider world
- Support thinking about how the past influences the present
- Help students develop a chronological framework for their knowledge of significant events and people
- Foster a sense of identity and an increased understanding of pupils' own position in their own community and the world
- Develop a range of skills and abilities - particularly those related to finding out about the past, explaining what happened and what people then and now think about what happened.

In learning history pupils will:

- Use a range of sources such as people, the local environment, sites, photographs, portraits, artefacts, written materials, ICT based materials, data, TV / video extracts
- Investigate significant issues about the past
- Work in a variety of contexts - individually, in groups, as a whole class
- Present their knowledge and understanding in a variety of ways such as through drama, art, models, various writing styles / genre, collage, timelines, sketches, maps
- As they grow in confidence, begin to pose and investigate their own questions about the past

When teaching history we:

- Always explain what we want pupils to know, understand and be able to do through the history they are about to do
- Often use a key question to direct pupils' thinking / enquiry about the past
- Vary the resources and activities to ensure each pupil can be effective in finding out about and trying to explain the past
- Use starters and plenaries to ensure students fully understand what they are learning, how they learn and how well they are progressing

To assess pupils' progress in history we:

- Gather evidence of what individual pupils know, understand and can do in history by observing them at work, listening to and discussing with them, and evaluating any work they produce.
- Provide assessment checklists for children and teachers in the back of topic books following progression skills for each year group.
- Make periodic and end of key stage judgements using the levels of attainment statements. To ensure that these are accurate we have developed a portfolio of annotated pupils' work and teachers' descriptions and analysis of pupils' performance.
- Report annually to parents on how well the pupil has achieved, what s/he does well and what is needed to bring further improvements.

Outcomes

By the end of EYFS, pupils will be able to:

Discuss past and present this will include talking about members of their immediate family and community, name and describe people who are familiar to them, comment on images of familiar situations in the past, and compare and contrast characters from stories including figures from the past. The children will achieve this during dedicated talk times, looking at similarities and differences of pictures, stories, artefacts and accounts from the past.

By the end of Key Stage 1, pupils will:

Have an awareness of the past and use common words and phrases relating to the passing of time. The children will know where the people and events that they have studied fit within a chronological framework and identify similarities and differences between the ways of life in different time periods. The children will have a wide vocabulary of everyday historical terms. They will ask and answer questions using parts of stories and sources to show that they know and understand the key features of the events studied. They will begin to have an understanding of how we find out about the past and identify different ways in which it is represented. The children will learn about changes within living memory, events beyond living memory (before 1930), the lives of significant individuals comparing aspects of life in different time periods and significant historical events, people and places locally.

By the end of Key Stage 2, pupils will:

Know where the people and events that they have studied fit within a chronological framework. They will have a secure knowledge and understanding of British, local and world history. They will be able to identify connections, contrasts and trends over time and have a developed the appropriate use of historical terms. The children will be able to ask historically valid questions about change, cause, similarity and difference, and significance of the place, people and events of the time periods they have studied. They will have developed the historical skills to construct informed responses that involve thoughtful selection and organisation of relevant historical information. Through their learning they will understand how our knowledge of the past is constructed from a ranges of sources.

Equality

Children should not be discriminated against in terms of gender, race, religion or disability. All children should have the opportunity to participate fully in classroom history lessons and activities and reasonable adjustments will be made to ensure this. As part of The National Curriculum, children will study history through a range of eras, events and personalities. A range of activities will be easily accessible to enable all children, to independently develop their curiosity and investigative skills.

SEND

We have a high SEND population and our pupils are fully immersed into the broad and balanced curriculum. However, we tailor the curriculum to meet the individual needs of SEND pupils. Where a child's need prevents them from accessing the Age-Related Expectations for subjects, planning is tailored to meet the individual needs of all pupils.

As a school we follow the 5 principles of SEND support in all lessons

- 1) Explicit Instruction of the key learning focus and the activity
- 2) Cognitive and Metacognitive Strategies are used to support all learners to reach their full potential in each subject
- 3) Scaffolding activities support all learners to achieve
- 4) Flexible Grouping allows for targeted support and pre-teaching of vocabulary, concepts, skills
- 5) Using Technology to support all learners practice and record their learning

Evaluation

In evaluating the effectiveness of our history teaching, we should be aware of the following:

Do we ensure the teaching of history gives children a sense of time and place, and an understanding the world we live in?

Do we provide opportunities for independent investigation though historical enquiry in history?

Do we make use of ICT to develop pupils' research skills?

Do we create an environment which allows pupils to influence their learning journey?

Do we ensure that children are able to work collaboratively?

Resources

Rising-Stars history, Historical Association, quality texts, artefacts, videos, sites, photographs, portraits, primary sources, ICT. In addition artefact boxes may be borrowed from Winsford Library.

Malpas Alport Endowed Primary are members of the Historical Association.

L Rogers and M Hughes

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