



William Gilpin Church of England Voluntary Aided Primary School

History Policy

Approval	Board of Governors	Chairman	Tim Skinner
Headteacher	Simon Croutear	Ratification	Curriculum Committee 07.05.24
Date of last review	Nov 2019	Date of this review	May 2024
Date of next review	May 2029 (5 years)	Maintenance	Headteacher

William Gilpin C.E. Primary School

History Policy

Aims

At William Gilpin CE VA Primary School, our aims reflect those within the National Curriculum as outlined below.

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. (National Curriculum, 2014)

Aims

The national curriculum for history aims 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 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 (National Curriculum, 2014)*

At William Gilpin CE VA Primary School, history is learnt as part of the Topic Based Curriculum. We make the best use of local people and places to bring history to life through the stories of their past. Through this they develop a sense of identity and a cultural understanding based on their historical heritage. Thus they learn to value their own and other people's cultures in modern multicultural Britain and world-wide; and by considering how people lived in the past, they are better able to make their own life choices today. We teach children to understand how events in the past have influenced our lives today and identify people and times that have had a great impact on our lives today. We also teach them to investigate these past events and, by doing so, to develop the skills of enquiry, analysis, interpretation and problem-solving.

Teaching and Learning

In history we follow the Hampshire Model, where each unit or period covers the matters, skills and processes relevant for the chosen project. Each project begins with a hook which inspires our children to be inquisitive about the past. Historical skills are not taught discretely but

developed within their historical studies. Good enquiry skills are facilitated by developing the following: chronological understanding, recognizing characteristic features, understanding change and continuity and examining the causes and consequences of our past. The significance of events and different interpretations of them are examined in order for our children to become good historians.

Because we have mixed age classes, medium term planning is organised on a two/three-year rotational cycle. By doing so, we ensure that children have complete coverage of the National Curriculum.

Progression

As children move through the school the expectations in history evolve and develop becoming increasingly more challenging but at the same time building upon prior learning.

In each aspect of history teaching and learning takes account of the developmental age and stage of the children.

In their chronological understanding children build first from their own vocabulary of time and order events in their own lives at the beginning of Key Stage 1. In the transition to Key Stage 2 children develop a secure understanding of British History and how events around the world link in. Children's understanding of characteristic features starts with an awareness of what life was like in different periods and continues by examining what influenced people around the world. In Key Stage 1 children learn about change and continuity by thinking about lives in terms of 'then and now', whereas in Key Stage 2 they explore change and continuity between periods and civilisations. Causes and consequences are initially examined by thinking about why people acted the way they did and the consequences of this. By the time they reach Key Stage 2, children consider a range of causes and consequences and prioritise them.

Significant events in the children's own experience form part of their studies and as children mature, they begin to debate how these were important and why. Children consider different versions of the stories, people and events in the beginning of their understanding of how history is interpreted. During Key Stage 2, different sources are considered and they examine how these provide a different view of events.

Foundation Stage

In the Reception Class, history is an integral part of the topic work covered during the year. As the Reception Class is part of the Foundation Stage of the National curriculum, we relate the history aspects of the children's work to the objectives set in the Early Learning Goals which underpin the curriculum planning for children aged three to five.

Inclusion

Everything reasonable will be done to ensure that children with disabilities and SEN have as full an access to the history curriculum as possible.

Additional funding is made available to ensure children from all backgrounds have access to field trips including residential visits and extra curricula activities.

Health and Safety

As with all areas of school life due care and attention must be paid to the Health and Safety of children. All teaching is considerate of Health and Safety and where trips have been arranged they must be risk assessed and be registered on the Hampshire EVOLVE system.

Impact

In order to monitor the impact of the quality of education within history we use a number of approaches. Learning walks, work scrutinies and fieldwork reviews are used to assess how children are progressing towards the National Curriculum attainment targets in addition to assessing the quality of teaching in the subject.

We aim to collect a broad range of evidence to monitor the impact of history at William Gilpin CE VA Primary School. Below is a list of forms that evidence may be collected.

- Learning walk/work scrutiny summaries
- Photographic evidence
- Samples of children's work
- Interviews or focus groups with children or staff

In addition to the above, we also assess children's progress against the National Curriculum at several points throughout the year. Teachers assess children's understanding through formative assessment in the classroom and foundation subject conferences with children. Reporting statements are used to ensure we assess children against key areas within the history curriculum, these are reflective of both knowledge and skills. Parents receive this information in an annual written report in the summer term.

Monitoring and Review

This policy will be monitored by the Headteacher and Governors. It will be evaluated and updated using the views of pupils, parents, staff and Governors to make improvements, during the Summer Term of 2029 or in the light of new legislation.

Policy Version History

Date	Comments / Reviewed:
May 2024	Policy reviewed by Simon Croutear