

**Oaktree Nursery and Primary School**

**History Policy**

**March 2021**

**Purpose of study**

A high-quality history education equips pupils to think critically, weigh evidence, sift arguments, and develop perspective and judgement. Knowledge of Britain's past, and our place in the world, helps us understand the challenges of our own time.

 **National Curriculum, February 2013**

Through a positive caring environment, we provide the opportunity for all children to reach their full potential. At Oaktree we use a creative, enquiry based curriculum and because of this the relevance of history is not limited to its own discipline but is enlivened by its links with, for example, geography, art, literacy, music and RE.

History is about real people and events, which happened in the past. History is concerned with a sequence; a study of time and chronology giving evidence about the past. We endeavour to fire the children’s curiosity about the past in Britain and the wider world. This plays an essential part in preparing us for living and working in the contemporary world. Our children consider how the past influences the present and learn what past societies were like. As they do this, our children develop a chronological framework for their knowledge of significant events and people. Through offering children the chance to see the diversity of human experiences, they learn more about themselves as individuals and members of our society. In history, the children find evidence, weigh it up and reach their own conclusions. In order to do this the children are taught the skills of research, sifting through evidence and arguing for their point of view; all skills that are essential in adult life.

**Aims and objectives**

Through the study of history we aim to stimulate the children’s interest and understanding about the life of people who lived in the past.

The aims of teaching history in our school are:

* To foster in children an interest in the past; curiosity and to develop an understanding that enables them to enjoy and respect all that history has to offer.
* To develop a range of skills necessary for historical enquiry and interpretation.
* To help children develop a sense of identity through learning about their family, the development of their community, Britain, Europe and the world.
* To enable children to know about significant events in British history and to understand how the British people shaped this nation and appreciate how things have changed over time and how Britain has influenced the wider world.
* An understanding of how the past affects the present.
* To develop a sense of chronology; from the story of the first settlers in these islands to the development of the institutions which govern our lives today.
* To know and understand how the British system of democratic government has developed and, in doing so, to contribute to a child’s citizenship education.
* To understand how Britain is part of a wider European culture and to study some aspects of European history.
* 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
* To have some knowledge and understanding of historical development in the wider world;
* To help children understand society and their place within it, so that they develop a sense of their cultural heritage;
* To develop good historical skills such as researching, analysing, interpreting, presenting and working both co-operatively and independently.
* To understand how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed.
* To enrich other areas of the curriculum.

**Teaching and Learning Style**

History teaching focuses on enabling children to think as historians, developing enquiring minds. We place an emphasis on examining historical artefacts and primary sources. Where appropriate, children are given 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 stories 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 are encouraged to ask searching questions. We recognise there are children of different abilities and we provide suitable learning opportunities for all children by:

* Setting common tasks which are open-ended and can have a variety of responses.
* Setting tasks of varying difficulty, enabling all children to work to their full potential.
* Providing a range of challenges using different resources.
* Using teaching assistants to support the work of the individual children or groups of children.

**History Curriculum Planning**

We use an enquiry approach to planning History. The subject leader for history oversees the curriculum coverage and ensures requirements are met. Much of the teaching of history is now taught as enquiries across the school and is linked purposefully to other Curriculum areas. Children of all abilities have the opportunity to develop their skills and knowledge in each unit and, through planned progression we offer them an increasing challenge as they move through the school.

**Early Years Foundation Stage (EYFS)**

We teach history in reception class as an integral part of the EYFS curriculum during the year and we relate the history side of the children’s work to the objectives set out in the Early Learning Goals. History makes a significant contribution to the ELG objectives of developing children’s understanding of the world.

**Teaching History to children with SEND**

At Oaktree we teach history to all children, whatever their ability. History forms part of the school curriculum policy to provide a broad and balanced education to all children. We enable children to have access to the full range of activities involved in learning about history. In accordance with school policy on differentiation and S.E.N, all children are given work suitable to their age, aptitude and ability. Children can work on same content at different rates and levels through open-ended tasks matched to individual or group needs.

**Assessment**

Teachers assess children’s work in history by making assessments as they observe them working during lessons. They record the progress that children make by assessing the children’s work against the learning targets from the national curriculum. This allows the teacher to make termly assessments of attainment and progress for each child.

**Resources**

Our history resources are audited and updated, providing sufficient resources for all history-teaching units in the school. There is a good supply of topic books and we use a range of websites to support children’s learning. A wide range of class trips are organised to support the history curriculum.

**Monitoring and Review**

The history subject leader is responsible for monitoring the standard of the children’s work and the quality of teaching in history. 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.

**Equal Opportunities**

At Oaktree Nursery & Primary School, we teach history to all the children, regardless of ability. History forms part of the school curriculum policy to provide a broad and balanced education to all children. Through our history teaching we provide learning opportunities that match the needs of children with learning difficulties. The special educational needs of pupils are met through teachers’ plans which take account of the varying needs of the children. Most often this will happen through differentiated tasks.

More able children will be challenged and motivated by differentiated work given by the teacher appropriate to his or her needs. Teachers will also use questions that allow the more able child to maintain their involvement in the lesson and demonstrate their knowledge and abilities.

**Moral**

As part of moral development, History provides opportunities for discussion as to what is right and wrong.

**Social**

History allows opportunities for collaborative learning, enabling pupils to co-operate together.

**Links to other policies**

**Literacy:** History makes a significant contribution to the teaching of English in our school because it actively promotes the skills of reading, writing, speaking and listening

**Numeracy:** History makes a significant contribution to the teaching of mathematics in a variety of ways. We teach the children how to represent time with timelines. The children use historical data to create graphs and then explore and analyse.

**Computing:** We make provision for the children to use the computer in history lessons where appropriate. We incorporate computing in our history curriculum planning at Key Stage 2, and we use it at Key Stage 1 when appropriate. Children use computing in history to enhance their skills in data handling and in presenting written work and research information through the Internet. We also offer children the opportunity to use digital and video cameras to record and use photographic images of drama activities.

**Date agreed:**  March 2021

Signed: Sue Rees Headteacher Date:

Signed: Erica Milsom Chair of Governors Date:

**Covid Appendix**

There is no doubt that educational school trips and welcoming in visitors are a valuable experience for children and expose them to experiments and environments they may not normally have access to but, during this unprecedented time of Covid-19, restrictions will have an impact on some of these experiences. Fortunately, there are other options, which will help give our children these experiences such as virtual educational visits and zoom calls. While nothing will ever replace going to see a venue, monument or museum in person, technology enables us to take virtual school trips and can help duplicate some of those authentic experiences while still keeping our children safe in the classroom.