



History Policy

Subject vision statement

Why do we teach what we teach? (Our intent)

At Oak Green, our history curriculum is engaging and designed to ensure children investigate links between how we lived in the past and the present day. They discover how things work and build a picture of their local area, British history and the wider world, through the exploration of ancient civilisations and powerful societies. We ensure our study of history represents a range of views considering the role of women, people of different ages, different heritages and other groups. The skills developed enable children to compare and identify what is important and how the past has affected the present day. In order to use historical learning, children will also develop their understanding of place, events, locality, how things work and how things were built, which enables creative links across our curriculum. Through teaching this, knowledge, skills and vocabulary will enable our children to become historians.

How do we teach it? (Our implementation)

We immerse ourselves in our history topics; our learning is centred on children's curiosity and quality experiences that are memorable, worthwhile and challenging. Our history curriculum is logically sequenced and progressive, based on chronology and building historical knowledge, built from previous learning. Teaching in chronological order helps the children to recognise how things fit together in the wider world. In KS1, our learning begins with creating links between our children's lives and those of lives in the past. In KS2 children undertake their own research and identify key questions to explore further and develop their historical knowledge using a variety of sources. This historical enquiry is essential to develop skills such as identifying and then contrasting similarities and differences, changes or continuity, causation, significance and identifying trends.

What is the difference that this makes? (Our impact)

Children will have the knowledge, skills and vocabulary to become history experts, developing their research skills and speaking and listening skills. History embeds an understanding of how we can solve issues by making changes. The children will be ready for the next stage of their learning having acquired rich knowledge and skills through the teaching of history at Oak Green and will have developed life skills for the future.

Teaching and Learning (including planning and resources)

EYFS

In EYFS, children learn elements of historical knowledge and skills through the Understanding the World area of the EYFS specific areas (Early years foundation stage (EYFS) statutory framework). This is devised through strands of: Humankind, Creativity, Materials, Place & Space, Comparison, Significance, Change and Chronology. In Nursery and Pre-school, the topics: Once Upon a Time, Dangerous Dinosaurs and the Big Wide World, as well as, in Reception, the topics: Build It Up, Marvellous Machines and Long Ago, are all topics that encompass and explore historical attributes. Teaching of this occurs through our WOW lessons and extensive continuous provision, in which children learn about different events, people and places, past and present, all through self-discovery and play through the three characteristics of effective learning: playing exploring, active learning and creative and critical thinking.

A broad range of history is taught across the school in line with the national curriculum. History is taught as a main 'driver subject' through different projects, such as Through the Ages, Childhood, or Invaders. We have adapted the projects used and/or the sequencing of them, as appropriate, to ensure good progression for our school.

KS1

In Year 1, children begin the autumn term by studying the project Childhood. This project builds on children's past experiences, including their family history and events within living memory, and works well as an introductory project. In the summer term, children study the project School Days. This project enables children to learn the history of their school and compare schooling in the Victorian period. In the autumn term of Year 2, children extend their studies to explore a broader range of periods in the project Movers and Shakers. This project explores the concept of significance and the significant people that have greatly influenced history. In the summer term, children study the project

Magnificent Monarchs. This project introduces children to the challenging concepts of power and monarchy in preparation for more complex historical topics in Key Stage 2. The projects studied in Key Stage 1 provide numerous opportunities for children to explore significant historical events, people and places in their locality

KS2

Lower Key Stage 2

In Year 3, children begin the autumn term by studying the chronology of British history in the project Through the Ages. This project teaches children about the significance of prehistoric periods and the changes in Britain from the Stone Age to the Iron Age. In the summer term, children continue to develop their knowledge of the chronology of British history in the project Emperors and Empires. This project teaches children about the Roman Empire, its invasion of Britain and Britain's ensuing Romanisation. In the autumn term of Year 4, children resume their learning about British history in the project Invasion. This project teaches children about the Roman withdrawal and the invasion and settlement of the Anglo-Saxons and Vikings. This project concludes at 1066, which meets the guidance from the national curriculum for British history. In the summer term of Year 4, children begin their studies of ancient history by studying the overview project Ancient Civilisations. This project enables children to learn about the achievements of the earliest civilisations, including ancient Sumer, the Indus Valley civilisation and ancient Egypt.

Upper Key Stage 2

In the autumn term of Year 5, children continue to build their knowledge of ancient civilisations with an in-depth analysis of ancient China in the project Dynamic Dynasties. This project enables children to study the significance and influence of ancient China and its prowess and advancements in the written word, technology and metalwork. In the summer term, children further study ancient and world history in the project Groundbreaking Greeks. This project enables children to explore life in ancient Greece, including examining the achievements and influence of ancient Greece on the western world. In the autumn term of Year 6, children study the more complex historical issues of enslavement, colonialism and power in the project Maafa. In this project, children explore a range of African kingdoms, including the Kingdom of Benin, and study Britain's role in the development, perpetuation and abolition of the slave trade. In the summer term of Year 6, children complete their historical studies with the project Britain at War. This project enables children to study the role war has played in Britain's history since 1066, focusing on the First and Second World Wars as crucial turning points in British history.

Assessment

Formative assessment - Teacher assessments are made throughout the projects, through discussion, observation and marking/ scrutiny of work and completion of true or false quizzes at the start of each project then again at the end to recap key knowledge, address any mistakes or misconceptions.

Summative assessment - By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.

Equal opportunities/ Inclusion

This policy applies to all children regardless of their preferred gender description, ethnicity, colour, ability or disability, English language proficiency, religion, lifestyle or nationality. The accurate match of work to individual and group need is met through effective planning and delivery, based upon assessment and monitoring of progress. All children are challenged through provision, especially 'more able' pupils in History. Strategies are used accordingly, such as scaffolding learning, differentiation, e.g. variation in presentation of work or recording, targeted adult support or intervention strategies, mixed ability groups in investigative work which can be beneficial to all learners etc. Vocabulary will be reinforced for all children, in particular EAL pupils, e.g. through displays etc.

The role of the subject leader and monitoring standards

The Subject Leader's role is to secure high quality teaching, effective use of resources and the highest standards of teaching and learning and achievement for all pupils.

Objectives for subject leadership include:

- To ensure pupil entitlement to the National Curriculum
- To continuously raise standards of pupils' achievement at all levels
- To foster enjoyment and satisfaction in the study of the subject
- To enhance the teaching of the subject

and principal responsibility areas include:

- A. Strategic direction
- B. Teaching, learning and the curriculum
- C. Leading and managing staff
- D. Managing resources

To be read with (other policies):

- Curriculum Policy
- Teaching and Learning Policy

Monitoring and review

Miss C. King (History Lead)