**History Policy for Kniveton Primary School**

**Subject:   History**

**Author:   Mrs J Robson**

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**Background:**This policy outlines the teaching, organisation and management of history taught and learnt at Kniveton Primary School.

The policy has been drawn up as a result of staff discussion and has the full agreement of the Governing Body.  The implementation of this policy is the responsibility of all teaching staff.  The responsibility for monitoring and review rests with the history co-ordinator.

**I Curriculum Intent (What we aim to achieve in teaching history)**

At Kniveton Primary school, we aim to provide a broad and balanced history curriculum that covers local and British history and the history of ancient civilisations. We understand the value of learning history and as such our history curriculum is planned to be broad and balanced. We aim to enable pupils to develop their thinking skills and to engage with the best knowledge and cultural capital. Our curriculum seeks to introduce children to the greatest events inventions and moments in history. We aim to develop a sense of chronology within the units studied, by working with timelines to develop an idea as to where we fit into a place in time. We want to create ‘young historians’ within our schools by developing enquiry skills and fostering a sense of intrigue and interest about events from history.

**II Curriculum Implementation (How we teach history)**

We deliver our curriculum through our ***two yearly cycle***, as our classes are comprised of mixed year groups. Our curriculum is mostly although not entirely chronological, so we endeavour to develop a sense of chronology through the individual units that are taught. Our curriculum is enquiry based, encouraging children to use their critical thinking skills, to explain and sequence events and to think critically about them. We aim for our children to work as young historians, working out for themselves the answers to the big questions, rather than simply being ‘taught’. We aim to present our children with something to investigate to enable them to develop the skills and concepts as young historians and to develop the skill of explaining and asking questions.

In our school, History makes a significant contribution to citizenship education by teaching about how Britain developed as a democratic society. We teach children to understand how events in the past have influenced 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.

**At Kniveton School Teachers will:**

* Begin the teaching of history in reception class relating history to the objectives set out in the EYFS Curriculum in particular developing children’s knowledge and understanding of the world.
* Often use a key question to direct pupils' thinking / enquiry about the past and often extended to challenge those pupils who are more able.
* Use a range of sources such as people, the local environment, sites, photographs, portraits, artefacts, written materials, ICT based materials, data, TV / video extracts.
* 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 thus  varying 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 how and  what they are learning, how their learning links to other subject areas and how well they are progressing.
* Differentiate to ensure that the varying needs and abilities of the children will be catered for through tasks differing in difficulty and outcome. Work will be whole class/group or individual work and appropriate strategies will be employed for the very able and those with special needs.

**III Impact (what we expect children to achieve trough learning history)**

**Through the study of history, children will:**

* Work creatively through topic/ thematic based units to encourage breadth of study and ensure pupils can compare their lives to those of individuals or groups in the past.
* Study everyday life and culture of people in the past and make comparisons with their own lives and experiences.
* Compare a range of historical events to gain knowledge of change and the evolution.
* Be made aware that historical events often have more than one cause and consequence
* Be introduced to ideas about historical enquiry, finding and using evidence, summarising and drawing conclusions
* As they grow in confidence, begin to pose and investigate their own questions about the past
* To foster in children an interest in the past and to develop an understanding that enables them to enjoy all that History has to offer;
* To develop a sense of chronology;
* To have some knowledge and understanding of historical development and significant events in Britain, Europe and the wider world;
* To help children understand society and their place in it so that they develop a sense of their cultural heritage.

**IV Assessment:**

Our assessment is mostly formative, with summative judgements made by teachers at the end of each unit against performance descriptors. Teachers also ensure that the appropriate skills are taught by using our skills ***progression framework.***

**To monitor and evaluate history the co-ordinator:**

* Supports teachers via informal discussions, reviews and purchases resources
* Monitors teachers' trackers ensuring key skills are being covered thoroughly and with purpose.
* Regularly carries out book scrutiny’s and pupil interviews
* Observes lessons when and if appropriate

**Signed**