

History Subject Policy

Introduction

The most important skill that we can teach children in history is the ability to find out for themselves, asking relevant questions and being able to be in control of their own learning as a life-long learner. It is a subject that is vital to a rich and broad primary education and enables the children to appreciate the complexity and diversity of human societies and development.

Everything that we do at Greyfriars Academy lays the foundation for their time at secondary school and beyond, and should plant the seeds of a love of history that enables them to anchor themselves in the world around them.

This skill is particularly important for children who come from another country and may not have access to their national history at the time of being children. All children need to have an understanding of the world around them, and of the world that came before and will come after them. This sense of time and their place in the timeline is vital to their ability to contribute to the society that they are a part of.

Intent

It is the intent of Greyfriars Academy to provide children with the building blocks of progress in history, teaching the knowledge that is essential to their understanding of new material as well as the skills to develop these. There will be themes going through the scheme that enable the children to develop an understanding of new material that is more of an abstract concept but is a common idea in history. An example of this would be the theme of timelines, which will be used in as many subjects across the curriculum as well as history throughout the school. Another common concept will be the idea of history happening around us, and the scheme of work will be flexible to allow study of important events in our current time, such as the Coronation of King Charles III so that the children understand that we are a part of history. The year groups will also study an aspect of local history so that they have a real understanding of where they live now and the history that is all around them, developing their understanding of the chronological framework in which they are based.

Implementation

EYFS children will have an introduction to history through the theme of 'Knowledge and Understanding of The World'. They will look for similarities and differences in relation to themselves, their community, objects and places around them, and changes that have occurred.

All KS1 and KS2 children follow the National Curriculum, and will have the opportunity to meet the targets of the National Curriculum at an individual level at which all children will need to strive to achieve. This will be followed in a broadly chronological style, although the nature of the class make up and 2 year rolling programme means that the children will not always be taught in strict chronological order. As the children progress through the school, they will be encouraged to develop their independent questioning and research skills, with their final year 6 half term project being a research project that they choose to develop and present themselves.

We use a variety of teaching styles and resources at Greyfriars Academy, but the emphasis in History, especially in local history, will be on being less in the classroom, and being out in the local area, seeing and experiencing the historical setting in which these children live, looking at the changes around them and handling objects, experiencing exhibitions and experts wherever possible. Children will be provided with opportunities to use drama, art and computing to present the results of their investigations, as well as more traditional written methods.

Impact

The children will leave us having developed an understanding of timelines for local, national and international history. They will have the ability to ask their own questions and to know how to safely research their own answers, to enable them to have a coherent knowledge and understanding of the past. They will be able to evaluate the evidence that they have gathered, and use this evidence to present their own findings.

This will be demonstrated through discussions with children, through triangulated moderation, through sharing good practice in staff meetings and the opportunity for CPD for all adults. Timelines will be evident in all

classrooms, alongside relevant vocabulary and displays that include research materials.

Programme of study

The programme of study is undergoing seismic change at the moment as we move away from a previous curriculum toward one based on the National Curriculum, the local area and student interests and teachers strengths as well as key concepts such as timelines. This is still under construction and will be evaluated every term to make sure that it is fit for purpose and that it can be fully resourced, taught appropriately and with the right knowledge. This will involve the subject lead being involved with the forward short and medium term planning. The long term planning overview has been completed by consensus in staff meetings and is available as a separate document. The medium term planning is completed by staff with the assistance of the subject lead for subject knowledge and extra resources.

Themes

The scheme of work has been grouped into 5 themes, which should develop as the child goes through the school. Where possible, these are in the same term so that progression is clear. The themes are :-

- The History of Britain – Events that are important in the history of Britain, along with where these events sit on a timeline of Britain.
 - Y2 – The Great Fire of London and King's Lynn
 - Y3/4 - Stone age to Iron Age
 - Y5/6 - The struggle for the Kingdom of England to Edward the Confessor
- Local History – History that is relevant to the children in our location, from a range of eras.
 - Y2 – The History of Fishing
 - Y3/4 A Timeline of King's Lynn
 - Y3/4 Defending our shores – the history of the RAF and USAF in our area
 - Y5/6 - The Mart

- Ancient Civilisations – this theme looks at the role of Ancient Civilisations in shaping the modern world.
 - Y2 - Long, Long Ago
 - Y3/4 - The First Civilisations
 - Y5/6 - The Greeks
- Power and Invasion – this theme looks at the way that power can be misused by a country, how subjects and citizens can have their own reasons for why they do things, and the effects of those reasons on the world around them.
 - Y3/4 Anglo-Saxon Invasion
 - Y5/6 World War I
 - Y5/6 World War II
- Authority and Succession – This theme focuses on the use of single person authority and how authority can pass from one person to another and how authority can be misused when individuals are seen as more than human.
 - Y2 - The Royal Family Now and Then
 - Y3/4 - The Romans
 - Y5/6 - The Mayans

Inclusion

Success is expected for every pupil. They should reach their full potential, recognise personal strengths and be able to celebrate the achievements of themselves and others; both within the school and its wider community.

At Greyfriars Academy, teaching will ensure that history is accessible to all children by planning history lessons that:

- Are challenging for children of different abilities and aptitudes in each year group of each key stage;
- Motivate children, enabling them to understand and review their own learning;
- Cater for children's diverse learning needs;
- Overcome potential barriers to learning and assessment for individuals and groups of children;

- Differentiate work through activities and expected outcomes;
- Use other adults (where available) to support all ability groups.

Equal Opportunities

All pupils should have access to the whole history curriculum and resources, regardless of race or gender. There are opportunities for researching and drawing information from other cultures. An appreciation of historic achievements achieved by different cultures should be taught.

The Role of the History Subject Leader

The role of the subject leader is to:

- Seek to enthuse pupils and staff about history and to promote high achievement;
- Advise and support staff in the planning, delivery and assessment of history;
- Offer specialist advice and knowledge for special needs and more able pupils;
- Monitor and evaluate the standards of children's work and the quality of teaching in history throughout the school;
- Undertake lesson observations of history teaching across the school;
- Keep up to date with current developments by attending courses and disseminate this information to staff through inset and informal conferencing;
- Purchase, organise and maintain teaching resources and manage a delegated budget
- Advise the Headteacher of any action required (e.g. resources, standards) and keep them informed of strengths and weaknesses in the subject, indicating areas for further improvement;

Display

Displays will be used for a variety of purposes, which may:

- Improve the environment
- Present information
- Encourage participation
- Demonstrate process
- Focus attention
- Reinforce learning
- Confirm values

At the beginning of a unit displays should be information-led from the teacher, including maps, timelines, key vocabulary and facts. By the end of the unit they should be mainly work presented by the children. This does not need to make the unit into an art lesson – good examples of progress or presentation of facts photocopied from a book, photographs of handling objects or trips out that have been annotated by children, as well as (for example) posters presenting information could be on the wall. It should be more of a working wall than a completed display.

In the library, there will be a display that shows the progression of themes from EYFS through to Y5/6.

Community links

The school is developing links with the local community, including groups such as Bridge for Heroes. It is important that the children see history being conserved and presented to the next generation. This will be further extended to the high schools in the area in order to maintain a continuity of provision and to work with colleagues to help with transition in this subject from year 6 to year 7.

Evaluation

This policy will be observed in practice by the subject lead on a regular basis as part of the monitoring, who will then report back to the head teacher. This policy will be reviewed in the summer term 2023, in order to ensure that everything is in place for the following year.

UPDATE – This policy has been reviewed alongside the curriculum. Topics have been moved around so that the whole school does history at the same time, and usually on the same theme.