

# CALSHOT PRIMARY SCHOOL

## History Policy



'At Calshot we aim to provide the highest quality of learning and care for ALL children in a safe and enjoyable environment, nurturing personal values, in partnership with parents, carers and the wider community. We expect everyone in our school to strive to achieve their full potential.'

|                     |                                 |
|---------------------|---------------------------------|
| Policy Lead         | Head Teacher                    |
| Committee           | Achievement & Curriculum        |
| Link Governor       | None                            |
| Date of Last Review | 21 <sup>st</sup> September 2023 |
| Next Review Date    | Autumn 2026                     |

## **Aims of the History Curriculum**

- To know and understand the history, as a chronological narrative, from the earliest times to the present day including how people's lives have shaped nations and how Britain has influenced and been influenced by the wider world.
- To develop an interest and understand achievements and aspects of history worldwide, nationally and locally including ancient civilisations, the expansion and dissolution of empires, societies and achievements.
- To enable children to know about significant events in British history and understand how things have changed over time.
- To develop children's range of skills and abilities, particularly those related to finding out about the past, explaining what about and what people think about.
- To develop critical thinking allowing children to generate reasoned arguments and weigh up evidence.
- To allow children to make opinions based on facts and historical evidence and create contrasting arguments and interpretations.
- To understand and use abstract terms such as empire, civilisation, parliament and peasantry.
- To 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.

## **Provision of Teaching and Learning**

At Calshot Primary School we use a variety of teaching and learning styles in History lessons. Our principal aim is to develop the children's knowledge, skills and understanding and we do this in a manner, which caters for the needs of visual, auditory and kinaesthetic learners.

## **Curriculum**

At Calshot Primary School, from Year 1 to Year 6, History is taught within the thematic curriculum, which promotes links between History and other curriculum areas in order to provide a context for learning. The thematic approach means that pupils become immersed in the knowledge and language of the topic, which in turn promotes achievement across all aspects of the curriculum, in both core and foundation subjects.

The children access a range of skills taught from the Programmes of Study that encompass:

- Historical Enquiry
- Interpretations of History
- Range and Depth of Historical knowledge
- Understanding Chronology

Children are given Knowledge Organisers at the start of each topic to ensure they know what prior learning is required, the objectives to be completed, vocabulary to be learnt and the coverage to be taught.

## **History Subject Leaders Role**

At Calshot Primary School the role of the history subject leader is to ensure implementation, continuity and progression in the teaching and learning of history.

- Create a well sequenced, progressive curriculum map whilst monitoring its implementation and assess the impact of progress children make throughout the school year and after.
- To develop a good practice in their own classroom and share good practice across school.
- To monitor and evaluate the implantation of the history curriculum map.
- To audit and order resources and manage the history budget.
- To monitor planning and delivery of the curriculum.
- To work together with colleagues to raise standards and offer CPD.
- To provide stimulus, experiences and inspiration through cultural capital.
- To ensure that history documents are useful and current.

### **Inclusion**

We endeavour to provide teaching and learning opportunities for all pupils, regardless of their level of ability, through a differentiated curriculum, which is matched to the needs of the individual child.

### **Assessment for Learning**

Assessment is an ongoing, informal process, enabling staff to evaluate children's learning as they engage in a wide range of activities; this assessment is used to inform future planning.

At the end of the school year class teachers complete subject based assessment trackers to identify pupils that are working at: Working Towards, Expected or Greater Depth.

### **Resources**

There are a wide range of resources available in school, the majority of which are kept within the classroom, or in close proximity to the classroom. The History Leader is responsible for auditing resources and ordering replacement, or new resources, when required (within budget limitations).

### **EYFS**

Children in Early Years access the foundation subjects (including History and Geography) through the EYFS curriculum where they are taught a range of skills. The skills are identified through the different Prime Areas including 'Understanding the World', 'Art & Design', 'Personal, Social and Emotional Development' and 'Communication and Language'.

Please see the Early Years Foundation Stage Policy for specific information with reference to this phase of the school.