

History Policy

Cookham Dean Primary School



...where we all flourish

Approved by:

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1. Purpose of the policy

This policy reflects the aims and values of Cookham Dean Primary School. It ensures all stakeholders, including staff, governors, parents and pupils, are working towards the same goals.

The purpose of this policy is to:

- Set out a framework for all teaching and non-teaching staff, giving guidance on planning, teaching and assessment
- Demonstrate adherence to the National Curriculum objectives and guidelines
- Provide clear information to parents and carers about what their children will be taught
- Allow the governing board to monitor the curriculum
- Provide Ofsted inspectors with evidence of curriculum planning and implementation

2. Subject vision

Here at Cookham Dean Primary School, we believe that a high-quality history education will help pupils to gain a coherent knowledge and understanding of Britain's past and that of the wider world. History inspires pupils' curiosity to know more about the past. Our teaching will equip pupils to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. History helps pupils to understand the complexity of people's lives, the process of change, the diversity of societies, and relationships between different groups, as well as their own identity and the challenges of their time.

3. Aims and outcomes

By the time pupils leave the school, they should:

- Know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world

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- Know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind
- Be able to use 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
- Understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed
- Have historical perspective by placing their growing knowledge into different contexts: understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short and long-term timescales

4. Teaching and learning

History is taught by class teachers. Lesson plans are based around the subject's long-term plan and resources available, with objectives adapted to suit the stage of development for the pupils in each class. The teaching of history might involve:

- Whole-class teaching
- Small group discussions
- Reading from textbooks
- Handling artefacts
- Looking at historical photographs
- Individual research
- Role play
- Field trips
- External speakers

5. Curriculum overview

Here at Cookham Dean Primary School, pupils will follow a history curriculum that gradually develops learning, the outcome being the acquisition of knowledge and skills that enable each pupil to enquire, research and analyse. Pupils will have a coherent understanding of Britain's history, as well as that of the wider world, and the chronology that underpins both. Children will know more, remember more and understand more.

5.1 Early Years Foundation Stage (EYFS)

History in EYFS is taught through the ELG of Understanding the World.

Pupils will be able to

- talk about the lives of the people around them and their roles in society
- know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.
- understand the past through settings, characters and events encountered in books read in class and storytelling

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5.2 Key Stage (KS) 1

In KS1, pupils will:

- Develop an awareness of the past and use common words and phrases relating to the passing of time
- Learn where the people and events they've studied fit within a chronological framework and be able to identify similarities and differences between ways of life in different periods
- Use a wide vocabulary of everyday historical terms
- Ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events
- Understand some of the ways in which we find out about the past and identify different ways in which it is represented

The topics we teach in history are outlined in the programmes of study/curriculum map for history

Detail of programmes of study/curriculum maps can also be found on the school website under curriculum > history

5.3 Key Stage (KS) 2

In KS2, pupils will:

- Continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study
- Note connections, contrasts and trends over time, and develop the appropriate use of historical terms
- Regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance
- Construct informed responses that involve thoughtful selection and organisation of relevant historical information
- Understand how our knowledge of the past is constructed from a range of sources

The topics we teach in history are outlined in the programmes of study/curriculum map for history on the school website under curriculum>history

5.4 Programmes of study

	Autumn term	Spring term	Summer term
EYFS	• Talk about the lives of the people around them and their roles in society. • Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. • Understand the past through settings, characters and events encountered in books read in class and storytelling		
Year 1	How am I making history?	How have toys changed?	How have explorers changed the world?
Year 2	How was school different in the past?	What is a monarch?	How did we learn to fly?
Year 3	What was important to Ancient Egyptians?	Would you have preferred to have lived in stone age, bronze age, iron age?	Why did the Romans invade and settle in Britain?
Year 4	How did the achievements of the Ancient Maya impact their civilisation and beyond?	What changed in Britain after the anglo-saxon invasion?	How have children's lives changed?
Year 5	Were the Vikings raiders, traders or something else?	What was life like in Tudor England? (taught in Autumn term in preparation for Ufton Court visit)	What is the legacy of the ancient Greek civilisation?
Year 6	What can the census tell us about local areas?	What was the impact of WW2 on the people of Britain	What was the Sikh empire?

6. Cross-curricular links

History shares links with the following subjects:

- › English: development of literacy skills through reading and writing
- › Maths: analysing numerical data and understanding chronological terminology
- › RE: deeper understanding of different religions and their influence
- › Computing: use of the internet for research
- › Geography: reading maps and a greater awareness of global and local changes
- › Spiritual, moral, social and cultural (SMSC): encourages empathy towards other cultures and religions, and reflection on moral issues

The above list is not exhaustive and should be adapted to suit your specific context.

7. Assessment and recording

7.1 Assessment

Cookham Dean Primary School uses assessment to enable staff to understand what pupils have learnt before, what they need to learn now and what they will learn next.

Formative assessment

Formative history assessment is ongoing and will be used to inform teachers in relation to their planning, lesson activities and differentiation.

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At the end of each school term pupils will be assessed within 1 of the following bands:

- Pre-Key Stage (PKS)
- Working Towards the curriculum (WT)
- Working at Expected (EXP)
- Working at Greater depth (GDS)
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(Please see assessment policy)

Marking

Children receive regular feedback and marking follows the school's marking policy.

(Please see marking policy)

7.2 Recording

In history, pupils will record their learning in the following ways:

- Topic books
- Reception-Individual Learning Journey
- Floor books

This may take the form of photographs, pictures, notes or written work, and may be worksheet-based or fully independent.

9. Roles and responsibilities

9.1 Headteacher

The headteacher at our school will:

- Support the subject leader but also hold them to account for the effectiveness of the subject
- Support staff through the provision of training and resources
- Monitor the planning and delivery of the subject
- Ensure the requirements of the National Curriculum are met
- Ensure this policy is reviewed according to the timescales set out

9.2 Subject leader

The subject leaders at our school will:

- Prepare and review subject policy and curriculum plans
- Promote the study of the subject throughout the school
- Monitor the teaching and assessment of the subject
- Attend appropriate CPD
- Stay informed regarding developments in the study and teaching of the subject
- Evaluate resources

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- › Provide training and CPD to staff on the subject curriculum and its delivery, and keep them informed about subject developments nationally
- › Assess the impact of the subject curriculum on pupils' learning and development
- › Make presentations to governors on the subject and how it is being taught

9.3 Link governor

The link governor responsible for history at our school will:

- › Monitor the impact of the subject across the school and on pupils
- › Monitor teacher workload and professional development
- › Ensure subject action plans are suitable
- › Monitor the quality of resources
- › Keep track of pupil and parent engagement with the subject
- › Keep up to date with the curriculum (what's taught, why it's taught, and how it's taught)

9.4 Classroom teacher

Classroom teachers at our school will:

- › Teach and assess the subject according to the principles laid out in this policy
- › Report to the subject leader
- › Maintain subject knowledge and appropriate CPD

9.5 Parents

The parent community at our school will:

- › Make sure their children are prepared for learning

10. Inclusion

Teachers set high expectations for all pupils in history. They will use appropriate assessment to set ambitious targets and plan challenging work for all groups, including:

- › More able pupils
- › Pupils with low prior attainment
- › Pupils from disadvantaged backgrounds
- › Pupils with special educational needs (SEN)
- › Pupils with English as an additional language (EAL)

Teachers will plan lessons so pupils with SEN and/or disabilities can study history, wherever possible, and ensure that there are no barriers to every pupil achieving.

Teachers will also take account of the needs of pupils whose first language is not English. Lessons will be planned so that teaching opportunities help pupils to develop their English, and to support pupils to take part in history.

Further information can be found in our statement of equality information and objectives, and in our SEN policy and information report.

11. Links to other policies

This subject policy links to the following policies and procedures:

- › Curriculum policy

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- Assessment policy
- Marking and feedback policy
- SEN policy

12. Monitoring and review

This policy will be reviewed by staff and governors every 2 years.