



# Griffin Primary School

## History Policy

Reviewed By	Approved By	Date of Approval	Version Approved
Hannah Pearson	Governors	5.5.21	1.0

## **Aims and objectives**

The aim of History teaching is to stimulate the children's interest and understanding about the lives of people in the past. We help pupils gain knowledge and understanding of Britain's past and that of the wider world. The children are taught a sense of chronology, and through this they develop a sense of identity, and a cultural understanding based on their historical heritage. Thus, they learn to value their own and other people's cultures in modern, multicultural Britain and, by considering how people lived in the past, they are better able to make their own life choices today.

## **Whole School Curriculum Intent**

At Griffin Primary School we carefully design, plan and implement a curriculum to provide breadth, depth and balance for every child. Our broad and balanced approach to the curriculum is not at the expense of high standards in core subject areas and ensures that all children access the full curriculum. High standards and enabling all children to reach their potential is of vital importance if they are to succeed at the next stage of their education, and to go on to achieve in their chosen career path.

Through careful sequencing of the curriculum, we continue to build in opportunities to develop prior learning of knowledge, skills, vocabulary and understanding in every subject. This ensures that children are able to make links between prior learning and new learning; and gradually develop a deeper understanding of the skills and processes within subject, at their own pace and in the best way possible for each individual child.

Our full and rich curriculum, with its excellent range of experiences, ensures that every pupil makes excellent progress academically and personally, while ensuring that every child is given the opportunity to shine and flourish.

## **Subject Curriculum Intent**

**Our History curriculum is designed to allow each pupil to:**

- Develop an interest in the past
- Gain historical perspective
- Recognise similarity and difference
- Investigate cause and consequence
- Make historical enquiries
- Evaluate
- Interpret the past
- Analyse
- Understand chronology
- Delve into primary and secondary sources
- Infer and deduct
- Make connections

### **So that each pupil:**

- can confidently investigate primary and secondary sources to provide rich learning opportunities
- knows and understands how the British system of democratic government has developed
- knows about the lives of significant individuals in the past who have contributed to National and International achievements.
- is provided with a broad and balanced education whatever their ability.
- understands that Britain's rich cultural heritage can be further enriched by the multi-cultural British society of today.
- has access to the full range of activities involved in learning history. Where children are to participate in activities outside the classroom, for example, a visit to an archaeological dig, we carry out a risk assessment prior to the activity, to ensure that the activity is safe and appropriate for all pupils.
- Makes progress in history as we set suitable learning opportunities that respond to each child's different needs.

### **Subject Curriculum Implementation**

We use the national scheme of work for history as the basis for our curriculum planning in History. We ensure that there are opportunities for children of all abilities to develop their skills and knowledge in each unit and we build planned progression into the scheme of work so that the children are increasingly challenged as they move up through the school. The implementation of the History curriculum is through several elements, outlined below:

- LTP
- MTP
- Remember when
- Sticky knowledge
- Subject specific skills
- Subject specific vocabulary
- Assessment
- Teacher subject knowledge
- Resources

The National Curriculum for History has been broken down into areas of coverage for each key stage (by the subject leader), local heritage and the historical features that are local to us will be them of study in both key stages. We recognise the importance of opportunities to develop skills and knowledge to ensure challenge as the children move through school.

## **Subject Provision across the School**

### **EYFS**

We teach history in the EYFS as an integral part of the topic work covered during the year and we relate the history side of the children's work to the objectives set out in the Early Learning Goals. History makes a significant contribution to the ELG objectives of developing a child's knowledge and understanding of the world.

### **Key Stage 1**

Pupils in Key Stage 1 learn about changes in living memory, events beyond living memory and the lives of significant individuals both nationally/internationally and from the local area. They are able to sequence key events on a timeline and start to make comparisons to live in the past to now.

### **Key Stage 2**

Pupils in Key Stage 2 learn about significant historical events from the past. They are able to place the time studied on a timeline and understand how this relates to the current year. They are able to make comparisons to life during significant events in the past, and how some of these events have shaped the world we live in now.

### **Assessment of Subject**

At Griffin Primary school, we assess children at the beginning of each lesson based on the learning intention from the previous lesson that was taught. The teacher looks at the sticky knowledge from the medium-term plan to assess what the children know and understand from the lesson.

Teachers formally assess the children's work using the online assessment tool, O Track. The children are assessed as Working Towards (W) or Expected (E).

### **Resources**

There are resources for all History teaching units in the school. There is a good supply of topic books in both the KS1 and KS2 libraries, and we use a range of websites to support children's learning. A wide range of educational visits are organised to support the History curriculum.

### **Role of the Subject Leader**

It is the responsibility of the subject leader to monitor and promote the standards of children's work and the quality of teaching and learning in history. The subject leader will gather evidence through samples of work, drop into history lessons and talk to the children during learning walks.

This policy is reviewed every two years.