
Policy on **History**

March 2023

Pardes House
Primary School

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POLICY ON HISTORY

Intent

At Pardes House Primary School, our intent is for the study of History to ignite pupils' curiosity about the past in Britain and the wider world. At Pardes House, pupils will find out about 'how' and 'why' the world, our country, culture and local community have developed over time, enabling them to understand how the past influences the present. Our History curriculum will help pupils develop a context for their growing sense of identity and a chronological framework for their knowledge of significant events and people. At Pardes House, it is our intent when teaching history to stimulate the pupils' curiosity in order for them to develop their knowledge, skills and understanding.

We will strive for the highest possible standards with clear progression, providing our pupils with an exciting, engaging and empowering history curriculum. Our broad and balanced History curriculum will cover all objectives and requirements of the National Curriculum, with further enrichment and cross-curricular opportunities. History at Pardes House aims to be diverse, fun, enjoyable and memorable, motivating pupils to want to learn, stimulating their curiosity and helping them reach their potential. The use of books, videos, primary and secondary sources will also help enhance and provide up to date historical information to ensure a lasting interest and enjoyment of history and learning about the past. Enthusiasm for history will be promoted through, not just the formal curriculum, but purposeful experiences such as history themed special days, outings, assemblies and external visitors.

We aim to deliver a curriculum where teachers understand that what they are teaching in History now is building on prior knowledge that will, in turn, be built upon in the following years. This enables them to understand the process of change, to see how we arrived 'here' and help them to make sense of the present, worldwide, in Britain and locally.

Our History curriculum will be both cross-curricular and linked to British values, and involves pupils in their own learning by encouraging them to be independent learners. We recognise the importance of monitoring and regularly evaluating pupil progress. Through careful planning, resourcing, delivery and assessment, our History curriculum is inclusive and accessible to all pupils, including SEND, Pupil Premium and those at Greater Depth.

Introduction

A high-quality history education will help pupils gain a coherent knowledge and understanding of Britain's past and that of the wider world. It should inspire pupils' curiosity to know more about the past. Teaching should 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. (National Curriculum, DFE 2013)

Aims and Objectives

We aim to provide a broad and balanced curriculum for all our pupils, with an inbuilt continuity and progression and to encourage an interest and enthusiasm in the past;

- To foster the skills of enquiry, research, investigation, analysis and evaluation;
- To develop a sense of chronology;
- To enable children to know about significant events in British history and to appreciate how things have changed over time;
- To have some knowledge and understanding of historical development in the wider world;
- To help the child to understand why events took place, the causes and the effects;
- To encourage children to recognise and interpret points of view.

Skills and Processes

The History Curriculum is designed to help children develop a range of historical skills. These are:

- Chronological understanding;
- Knowledge and understanding of events, people and changes in the past;
- Historical interpretation;
- Historical enquiry;
- Organisation and communication.

In the Early years, simple aspects of these skills and processes are incorporated in the Learning outcomes. By the end of the Foundation Stage, children should be able to talk about past and present events in their own lives and in the lives of family members. To know that other children don't always enjoy the same things, and are sensitive to this. To know about similarities and differences between themselves and others, and among families, communities and traditions.(DFE 2013)

The Curriculum

Children at the expected level of development (EYFS) will:

- 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. (DofE, 2021)

Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. They should use a wide vocabulary of everyday historical terms. They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. They should understand some of the ways in

which we find out about the past and identify different ways in which it is represented (DfE, 2013).

Pupils should 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. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources (DfE, 2013)

Curriculum Skills

All children should develop their historical knowledge and skills through the teaching of historical interpretation, enquiry and chronological understanding of events, people and changes in the past.

KS1 pupils should be taught to:

- Select from their knowledge of history and communicate it in a variety of ways.
- Place events or objects in chronological order and to use common words and phrases relating to the passing of time.
- Identify different ways in which the past is represented.
- How to find out about the past from a range of sources and information.
- To ask and answer questions about the past.

KS2 pupils should be taught to:

- Recall, select and organise historical information.
- Place events, people and changes in correct periods of time. They should be able to use dates and vocabulary relating to the passage of long periods of time.
- Recognise that the past is represented and interpreted in different ways, and to give reasons for this.
- How to find out about the events, people, and changes studied from an appropriate range of sources of information
- To ask and answer questions and to select and record information relevant to the focus of enquiry.
- Use dates and historical vocabulary to describe the periods studied.
- Communicate their knowledge and understanding of history in a variety of ways.

Teaching methods and Cross curricular

A variety of teaching methods and learning opportunities are employed and may include:

- Teacher presentations;
- Using primary and secondary sources;

- Discussion and debate;
- Question and answer;
- Videos;
- I.T.;
- Creative activities;
- Visits to museums, historic sites etc.

There is a strong emphasis in incorporating the skills learnt in the Literacy lessons into all areas of the curriculum. The expectation is that the students will write in the school handwriting font and include all SPAG rules that they have been taught.

Our History curriculum forms part of our broad and balanced curriculum and links to both cross-curricular and British values. There is a strong emphasis on incorporating the skills learnt in the Literacy and Maths lessons into all areas of the curriculum. The expectation is that the students will write in the school handwriting and include all SPAG rules that they have been taught.

Assessment and Recording

Assessment is an integral part of the teaching process. Assessment is used to inform planning and to facilitate adapted learning. The assessment of children's work is on-going to ensure that understanding is being achieved and that progress is being made. Feedback is given to the children as soon as possible, and marking work will be guided by the school's Marking Policy.

Management of Resources

The Subject Leader is responsible for selecting, building and maintaining resources within budgetary limits. These decisions will be made in conjunction with the Headteacher and will reflect the state of the subject as per its evaluation and review.

Equal Opportunities

We believe that all our pupils must have equal access to the History curriculum regardless of gender, race or ability. We aim to give every pupil the opportunity to experience success in learning and to achieve as high a standard as possible. We aim to match the tasks and resources; the differing styles of learning, and the differing paces of learning to the ability of the child.

For pupils whose attainments fall significantly below the expected levels a greater degree of adapted learning and assessment will be necessary.

For pupils whose attainments significantly exceed the expected level, teachers will need to plan suitably challenging work.