



The Acorn Partnership

Marston Montgomery Primary School

Long Lane C of E Primary School

History Policy

History Policy

Introduction

This document is a statement of the aims, principles and strategies for the teaching and learning of History at The Acorn Partnership. It was developed through a process of consultation and in consideration of the demands of the New Primary Curriculum 2014.

Purpose of studying History

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.

The National Curriculum states:

“By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant (History) programme of study:

A range of different assessment approaches are used together to assess pupils knowledge.

Formative assessments are designed to identify gaps in pupils' knowledge of specific content and concepts.

Teachers draw valid inferences from formative assessment and can therefore meaningfully identify and address gaps in pupils knowledge.”

Aims of History

Know and understand the history of the British Isles as a coherent, chronological narrative, from the earliest times to the present day

Know and understand significant aspects of the history of the wider world including the nature of ancient civilisations

Gain and use a wide range of historical terms and vocabulary

Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance.

Use historical concepts to make connections, draw contrasts, analyse trends, ask historically valid questions and create their own structured accounts, including written narratives.

Understand the methods of historical enquiry, including how evidence is used to make historical claims

Gain historical perspective by making connections between local, regional, national and international history: between cultural, economic, military, political, religious and social history; and between short-and long-term timescales

Principles of the Teaching and Learning of History

EYFS (Past and Present Early Learning Goal)

Children at the expected level of development 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;
- Recall some important narratives, characters and figures from the past encountered in books read in class.

Key stage 1

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.

- Pupils should be taught about:
- Changes within living memory
- Events beyond living memory that are significant nationally or globally for example the Great Fire of London
- Lives of significant individuals in the past who have contributed to national achievements
- Significant historical events, people and places in their own locality

Key stage 2

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:

- 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.
In planning to ensure the progression described above through teaching the British, local and world history, teachers should combine overview and depth studies to help pupils understand both the long arc of development and the complexity of specific aspects of the content.