

Policy for the Teaching and Learning of History at Armley Park Primary School

Introduction:

History is all around us. The study of history ignites children's curiosity about the past in Britain and the wider world. Through finding out about how and why the world, our country, culture and local community have developed over time, children understand how the past influences the present. History enables children to develop a context for their growing sense of identity and a chronological framework for their knowledge of significant events and people. What they learn through history can influence their decisions about personal choices, attitudes and values. At Armley Park Primary School, our intent, when teaching history, is to stimulate the children's curiosity in order for them to develop their knowledge, skills and understanding as well as reinforcing their comprehension, reasoning and problem-solving skills.

To ensure that pupils develop a secure knowledge that they can build on, our History curriculum is organised into a progression model that outlines the skills, knowledge and vocabulary to be taught in a sequentially coherent way. Chronological Understanding; Historical Understanding; Historical Enquiry; Interpretations and significance of historical periods; Organisation and Communication are all mapped out to ensure that pupils build on secure prior knowledge.

We aim for all children to develop a genuine interest in history and a real sense of curiosity about how humanity has reached the point it has in the modern day and how they have been influenced by both key moments, eras and individuals.

Purpose of the History Policy:

This policy outlines the teaching and learning of history. All children will have the opportunity to undertake history throughout their time at Armley Park Primary School. This will be structured so as to give a sound basis for further work. Knowledge and Skills progression is a key element of our history curriculum and planning reflects the progressive nature of history skills. Children are provided with opportunities to develop and build upon the skills and knowledge taught previously.

Aims of the History Policy:

- To 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.
- To 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.
- To gain and deploy a historically grounded understanding of historical concepts and abstract terms.
- 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, frame historically-valid questions and create their own structured accounts, including written narratives and analyses.
- To 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.

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- To gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military.

Objectives of the History Policy:

To achieve our aims, we ensure that the planned activities our children undertake are challenging, motivating, relevant and enjoyable. We give children confidence in their work by providing continual support and encouragement. Children are challenged in their work in a way which develops their expertise.

Curriculum and School Organisation:

When planning teaching and learning in History we ensure that children develop their knowledge and skills, by delivering both the National Curriculum objectives and supplementary knowledge and skills applicable to our school context. History teaching focuses on enabling children to think as historians. We place an emphasis on examining historical artefacts, primary sources as well as secondary sources and the reliability of these sources. We recognise the value and importance of stories in history teaching and we regard this as an important way of stimulating interest in the past. We focus on helping children understand that historical events can be interpreted in different ways and that they should always ask searching questions, such as 'how do we know?', about the information they are given.

History Curriculum Planning:

At Armley Park Primary School, we follow the Owlcotes History curriculum which has been tailored for our school. 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 and are developing and expanding their skillset.

We carry out curriculum planning in history in three phases (long-term, medium-term and short-term). The long-term maps the history topics studied in each term during each key stage; the history subject leader works this out in conjunction with teaching colleagues in each year group. Teachers also produce 'knowledge organisers' for each history unit which are shared with children and parents. They support children to remember key knowledge and enable parents to support learning at home.

Assessment in History

We assess children's work in history by making ongoing judgements as we observe them during each history lesson. On completion of a piece of work, the teacher marks the work and comments, related to the learning challenge, as necessary. Teachers plan opportunities throughout the year to check pupil's understanding of key knowledge and skills. Teachers' assessment for the end of the academic year for each child is communicated to parents in the end of year report.

Resources:

A range of educational websites are used to support children's learning. Staff who require additional resources should contact the History leader who will organise additional resources as appropriate in line with the school improvement plan and budget.

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Monitoring and Evaluation of History throughout the school:

The History subject leader takes an overview of standards and of the quality of teaching in History. Teachers' assessment information is shared with the Senior Leadership Team and is used to plan and address areas of need.

The work of the subject leader also involves supporting colleagues in the teaching of History, being informed about current developments in the subject, and providing a strategic lead and direction for the subject in the school. The application of this History policy will be monitored by the curriculum leader.

Policy Written by Alastair Everatt (History Leader)

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