



History Policy

Article 17 - Every child has the right to reliable information from a variety of sources, and governments should encourage the media to provide information that children can understand.

Article 29 – Education must develop every child’s personality, talents and abilities to the full. It must encourage the child’s respect for human rights, as well as respect for their parents, their own and other cultures, and the environment.

History should stimulate children’s interests and understanding about significant events, people and periods of time in the past. At Poplar Farm School, we aim for the children to develop a sense of identity and a cultural understanding based on their historical heritage. We teach children to understand how people and events in the past influence our lives today; we also teach the children to investigate these past events and, by so doing, develop skills of enquiry, analysis, interpretation and problem solving.

Intent

The history curriculum at Poplar Farm School, will support children to develop a sense of curiosity and enthusiasm about the past, and become life-long learners. The history curriculum provides children with the skills to investigate, question and compare sources, in order to gain a coherent knowledge and understanding of Britain’s past and that of the wider world. The history curriculum is carefully planned and structured to ensure that current learning is linked to previous learning and is in line with our termly learning questions, allowing children to make links to other curricular subjects. We teach children 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.

Aims

- Develop a coherent, chronological narrative of British history, how people’s lives have shaped this nation and how Britain has influenced and been influenced by the wider world.
- 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.

- Gain and deploy 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.
- 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, political, religious and social history; and between short- and long-term timescales.

Implementation

The History curriculum at Poplar Farm School is based upon the 2014 Primary National Curriculum in England, which provides a broad framework and outlines the knowledge and skills and taught in each Key Stage. History is taught when exploring the answers to topic related learning questions, and this allows clear links to be made with other curricular areas. Teachers use the progression of knowledge and skills document to ensure that the lessons are progressive and build upon previous skills and knowledge. By the end of year 6, children will have a chronological understanding of British history from the Stone Age to the present day. They will be able to draw comparisons and make connections between different time periods and their own lives. Interlinked with this are studies of world history, such as the ancient civilisations of Greece and the Mayans.

During history lessons, children will analyse, problem solve, interpret, and compare historical sources of evidence. They will have opportunities to explore artefacts, educational texts, and photographs in order to a deeper understanding of life in the past. Children will have opportunities to engage with drama workshops, educational visits, and other educational visitors and experiences. At Poplar Farm School, we also place high regard to the rich history of our own local area. The history curriculum at Poplar Farms makes full use of resources within the immediate and wider local area, including Belton House, which we use for many educational visits and to engage in history workshops.

Early Years

In the Early Years Foundation Stage, history is introduced as part of the Area of Learning and Development - Understanding of the World. The children explore and discuss aspects of time and place throughout their topics. These are taught in an active, creative and child-initiated way, utilising both the outdoor and indoor classroom environment. Children begin to

understand chronology in terms of their own lives and families and are encouraged to think about changes that have taken place over time.

Key Stage 1

We focus on developing children's 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. Children 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.

In planning to ensure the progression described above through teaching about the people, events and changes outlined below, teachers are often introducing pupils to historical periods that they will study more fully at Key Stage 2.

Pupils should be taught:

- Changes within living memory
- Events beyond living memory that are significant nationally or globally
- The lives of significant individuals in the past who have contributed to national and international achievements
- Significant historical events, people and places in their own locality.

Key Stage 2

We continue to allow children 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. Children 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. In planning to ensure the progression, 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.

Pupils should be taught:

- Changes in Britain from the Stone Age to the Iron Age
- The Roman Empire and its impact on Britain
- The Viking and Anglo-Saxon struggle for the Kingdom of England
- A local history study

- A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066
- The achievements of the earliest civilizations - an overview of where and when the first civilizations appeared and a depth study of Ancient Egypt
- Ancient Greece - a study of Greek life and achievements and their influence on the western world
- A non-European society that provides contrasts with British history.

Impact

Outcomes in topic and literacy books, evidence a broad and balanced history curriculum and demonstrate the children's acquisition of identified key knowledge. Children assess their learning against the 'sun, moon, and star' success criteria at the end of every session and are actively encouraged to identify their own target areas, with support from their teachers.

Emphasis is placed on analytical thinking and questioning which helps pupils gain a coherent knowledge and understanding of Britain's past and that of the wider world and are curious to know more about the past. Through this study pupils learn to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. Regular heritage projects provide further relevant and contextual learning, engaging member of the community in children's learning and providing positive role models from the community for children to learn from.

Assessment

We assess children's work in History by making informal judgements through:

- Making observations during lessons.
- Noting oral contributions made during discussions.
- Listening to children interacting within a group situation.
- Talking to children individually.
- Taking photographs and recording on video different aspects of their work.
- Recording written work.
- Pictures/diagrams drawn by children.
- Marking children's books and noting achievements.

Equal opportunities

At Poplar Farm School, we are committed to providing a teaching environment which ensures all children are provided with the same learning opportunities regardless of social class, gender, culture, race, special educational need or disability. Teachers use a range of strategies to ensure inclusion and also to maintain a positive ethos where children demonstrate positive attitudes towards others. Support for specific individuals is well

considered and planned for, with consideration given to how greater depth and further challenge can be provided for and demonstrated by children who require further challenge.

Special educational needs & gifted and talented

To ensure inclusion, teachers use a range of strategies:

- Independent tasks, as well as teaching, are also well-adapted to ensure full accessibility, as well as to provide appropriate challenge to different groups of learners.
- The school makes full use of additional adults who are deployed effectively to ensure that identified children are able to make progress in each curriculum area, according to their full potential.
- Opportunities for enrichment are also fully utilised, to ensure a fully inclusive and engaging history curriculum and this is supported through a number of links with places of historical interest in the immediate and wider locality.
- Activities are planned in such a way as to encourage full and active participation by all children irrespective of ability, either through differentiated planning or adult support.

Role of the Subject Leader

The subject leader's responsibilities are to:

- Ensure a high profile of the subject.
- Provide a full range of relevant and effective resources are available to enhance and support learning.
- Model the teaching of history.
- Ensure progression of the key knowledge and skills identified within each unit and that these are integral to the programme of study and secure at the end of each age phase.
- Monitor books and ensure that key knowledge is evidenced in outcomes.
- Monitor planning and oversee the teaching of history.
- Lead further improvement in and development of the subject as informed by effective subject overview.
- Ensure that the history curriculum has a positive effect on all pupils, including those who are disadvantaged or have low attainment.
- Ensure that the history curriculum takes account of the school's context, promotes children's pride in the local area and the history it has to offer.
- Ensure that are informed by and in line with current identified good practice and pedagogy.

Review

The effectiveness of this policy will be reviewed every two years by the History Subject Leader and agreed by the Governing body.

The policy will also be reviewed in line with national curriculum guidance or changes as appropriate.

This policy was adopted on:	March 2021
Review Cycle:	Every two years
This policy was subsequently reviewed:	