



Overton St Helen's CE Primary School

Surrounded by God, we inspire hearts and minds through learning, faith and love.

'Let your light shine before others, that they may see your good deeds and glorify your Father in heaven' (Matthew 5: 16)

HISTORY POLICY

School Vision

We encourage children to be respectful, forgiving and compassionate. We are a nurturing, inclusive and safe community built on Christians Values that inspire positive trusting relationships between school, families and the wider world.

We aim high, engaging children in a dynamic and diverse curriculum with opportunities and experiences that allow them to excel, through discovering their unique talents, relishing challenges with courage and perseverance, knowing that God is with them.

INTENT

Rationale

At Overton St. Helen's we teach our children to be respectful, forgiving and compassionate through our History curriculum. We ensure our pupils are equipped to understand the past; its impact on our current lives and prepared for their future lives. We support pupils to appreciate the amazing, monumental achievements from the past and also to understand and ask questions about our History.

Through the development of pupil's knowledge, skills and questioning we will create skilful, effective historians.

This vision is achieved by:

- A curriculum that builds on an understanding of chronology/key periods
- A curriculum that promotes children's curiosity and a desire to ask questions
- A curriculum that develops an appreciation of the influences of the past
- A curriculum which is rooted in place based learning
- Building up children's skills within History so they develop an enquiring nature and an ability to use evidence and make deductions from it

Aims and Objectives

The aim of Overton St. Helen's Primary School is for all our pupils to:

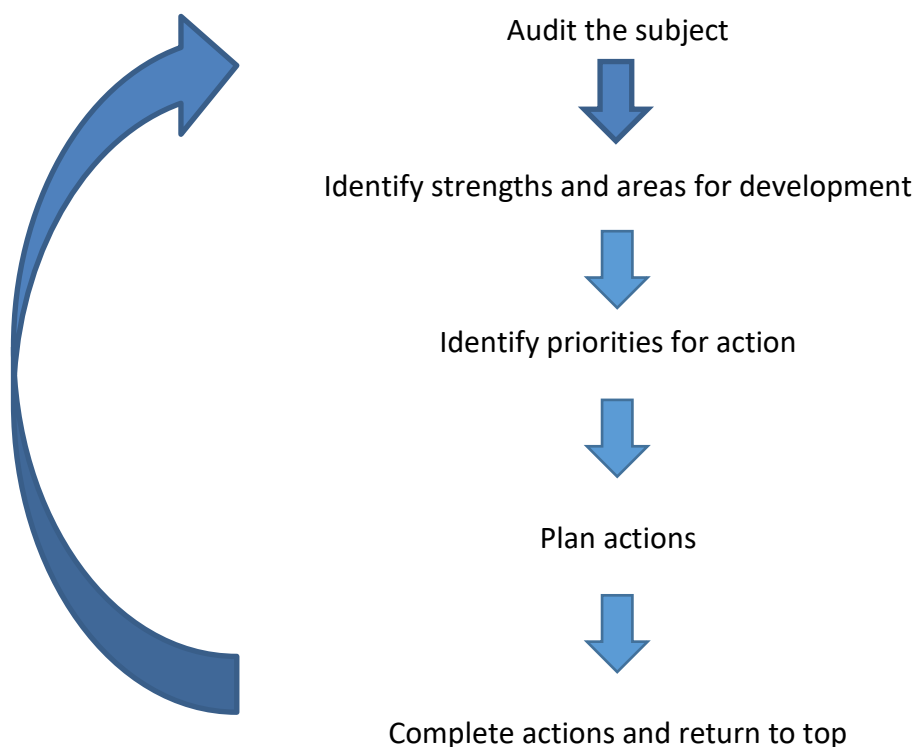
- have a deep understanding of the chronology of key periods in history at a local, national and international level and make links between past societies.
- question why things happened in the past and the impact of those events on our lives today.
- celebrate the richness of our past by putting a spotlight on Overton, Heysham and Morecambe and ask what was happening here at key periods in history.
- use source material to bring History to life and to ask questions about the sources we use

Our teaching of History builds up the children’s understanding of Chronology and ensures we create educated pupils by “Introducing them to the best that has been thought and said....helping them to engender an appreciation of human creativity and achievement” (National Curriculum, 2014).

Role of Subject Leader

The History Subject Leader is responsible for:

- Ensuring progression and continuity through and across the Key Stages.
- Motivating and supporting colleagues in the implementation of their planning and providing guidance on where to find suitable resources for each unit of work – including museum visits, local support groups, sources and artefacts
- Monitoring progress and standards within History, identifying strengths, weaknesses and priorities for development.
- Keeping up to date with the developments in History and cascading this information to colleagues
- Liaise with the delegated governor and report to the Curriculum Lead and Head teacher through action planning, subject discussions and staff meetings



IMPLEMENTATION

EYFS

The EYFS curriculum 2021 forms a strong foundation for the future learning within History. This includes vocabulary development and a developing sense of wonder about the world around them. All areas of the EYFS curriculum support the development of a strong historical foundation. Refer to the appendix for a clear overview of history across the EYFS curriculum.

KS1 and KS2

The teaching of History focuses on the key skills and intent set out in the National Curriculum (2014).

- Chronology
- Events, people and changes in the past
- Interpretation (opinion)
- Enquiry
- Communication

Approaches to learning

- Within the teaching of History a variety of teaching strategies are employed to ensure all learners are included and able to be active learners. These strategies include whole class, ability and mixed ability groupings and pairings.
- History forms a key part of the creative cross-curricular approach adopted at Overton St. Helen's C of E Primary School. Clear, purposeful links are made where appropriate to other subjects to make learning meaningful and relevant to the children, strengthening the children's understanding of history within a wider content; and creating connections in their learning. These will include:

English – age appropriate, high quality texts – non-fiction and fiction; development of written language; development of books; study of significant authors and illustrators from history

Maths – chronology; development of the numerical system; study of significant mathematicians from history

Geography – understanding of place and movement of people; ancient maps and understanding why maps have changed over time; study of significant explorers in history

RE – development of belief systems; understanding how Christianity became a world religion

Science – how new evidence changed peoples understanding and ideas over time; the study of significant Scientists in history

Art – understanding the chronology of art over time; artists studied to be linked to the timeline within class; study of significant Artists in history and art movements

DT – significant technological advancements; the study of significant people

Music – listening to music from different time periods; studying significant musicians within history

Computing – significant computing advancements; the study of significant people

Languages – place names and words used. The influence of migration on languages. Significant historical figures from the country of study.

PE – significant Sports people in history; significant achievements and change over time; traditional dance

PSHE – social impact of the time period, rules, governance, human rights changes.

Where appropriate, links will be made to the timeline within class and significant people added to the class timeline.

- The study of artefacts and analysis of source material is fundamental in our teaching of history. The children will have access to a wide range of artefacts and source material during their time at Overton St. Helen's. They will be taught about primary and secondary source materials and the difference between them. They will also be taught to question the reliability and usefulness of primary and secondary sources.
- Within each class we display an overview timeline which incorporates the periods in history that have been studied over the pupil's time within our school. In EYFS, KS1 and Willow class timelines will be sequenced with the earlier periods in time recorded on the left working towards the present day on the right hand side. In Beech class the children are to be introduced to the concept that timelines can be sequenced vertically as well as horizontally. Within Oak class the children should be secure with both horizontal and vertical timeline and be able to understand what the timeline is showing. This timeline is referred to within our teaching to support the children's chronological understanding of time. Further timelines may also be on display to teach chronology of specific time periods. Previous timelines will be passed up from the previous class so these can be added to as the children move throughout the school. It is important to note that due to the class structure within KS2 some children may not have studied certain periods of history at the same time as other class members. By continually referring to the timeline within teaching the children will understand their place in history for when this time period is revisited or discussed in other subjects.
- At Overton St. Helen's we provide a 'menu' of homework activities. Each term there will be a historical aspect included within the menu. This allows parents to know which period of history the children will be covering and broadens their family discussions and experiences outside of the school day.

Planning

Long term plan

At Overton St. Helen's C of E we have developed a clear program of study which takes into account the uniqueness of our KS2 children and their journey through Overton St. Helen's Primary School. In EYFS and Key Stage one we have an annual overview but due to the mixed age classes within our Key Stage 2 classes we run a two year rolling programme. This ensures we meet the requirements of the National Curriculum and provide a curriculum which builds up chronological understanding within History for all our pupils and develops a strong sense of place. The rolling programme is attached within the appendix.

Medium term plan

- Medium term planning is developed by the class teacher and ensures chronological understanding, clear lines of historical enquiry through questioning, key vocabulary development and historical skills development are planned for (see medium term plan document). A communication outcome is also planned for each unit.
- The Historical Association detailed medium plans for each key period in history form the basis of our planning and these are then adapted to incorporate local historical enquiry. Plans are reviewed in discussion with the class teacher and subject leader. Any necessary changes are reflected in future planning.

Resources

We will ensure our pupils have access to artefacts and resources through a range of ways including:

- The Historical Association
- Museum visits and loans
- Library loan topic boxes
- Web links (see appendix)

Equal Opportunities

At Overton St. Helen's C of E Primary School we provide a broad and balanced curriculum for all our pupils so that they all make progress. Learning challenges are matched to the needs of all the children including children with SEND, AGT and PP.

IMPACT

Success Criteria

Our History curriculum will be successful because:

- Children show enthusiasm and interest in the past
- Children are proud of the heritage of the people from Overton, Heysham, Morecambe and Lancashire
- Children demonstrate an increasing knowledge of periods in history and can make links between different time periods
- Children understand chronology through using and creating timelines
- Children can select appropriate information from sources and ask questions about its validity
- Children know that the past is represented by various sources of evidence
- Moderated work relates to Key Learning in History (see appendix)

Assessment and Record Keeping

- Evidence of children's work will be recorded in the children's own books, on video, in photographs, posters, displays or as models- It is also important to draw on the verbal skills of the children, encouraging description, explanation, questioning and opinion.
- A portfolio of work will be collated by the Subject Leader to show progression and evidence of work across the school. This will be added to after each period of history has been studied and will be the joint responsibility of the class teacher and the subject leader.
- At the end of each academic year the children's summative assessments will be recorded on the school's assessment tracker. Children will be tracked as either:
Developing (working towards the expected standard for their year group but not achieved in relation to the assessment criteria for History)
Secure (working at the expected standard for their year group in relation to the assessment criteria for History)
Greater depth (children are showing higher level skills in their explanations and reasoning, application of knowledge, following their own line of research/enquiry, making links within history and other subjects, and questioning skills)

Reporting to Parents

Information on children's progress in History will be communicated home at Parent's Evenings and in a written report at the end of each year. Learning within the classroom will also be shared via the school's Facebook page and school website.

Date of policy review: September 2021

Next review date: September 2023

Appendix:

Long term plan – Program of study

Example of the schemes of Work from the Historical Association

Medium term planning document (blank)