

Potley Hill Primary School History Policy

Vision Statement for History

“The more you know about the past, the better prepared you are for the future.” – Theodore Roosevelt.

“History cannot give us a program for the future, but it can give us a fuller understanding of ourselves, and of our common humanity, so that we can better face the future.” - Robert Penn Warren

History, at Potley Hill Primary school, forms an integral part of a broad and inclusive curriculum. We aim through the study of history, to inspire children to be curious, encourage them to question, be critical, weigh evidence and to develop judgement. Through a coherent knowledge and understanding of Britain’s history and that of the wider world, we aim to build their knowledge of the past and the people who lived it and to encourage them to have a better understanding of the process of change, its impact on the present, and the diverse social, political, cultural and economic environment in which they live.

Practice

Throughout their primary experience, children at Potley Hill will investigate historical changes in their own living memory and beyond and interpret and reflect on the lives of significant people of the past. As well as gaining critical knowledge, the children will also explore and develop methods of historical enquiry, such as: how to ask and answer perceptive questions; how to think critically by analysing and evaluating evidence; and how to develop their own judgements.

Our aims for History in Early Years Foundation Stage:

In the Foundation stage, History makes a significant contribution to developing a child’s understanding of the world through activities such as looking at pictures of famous people in history or discovering the meaning of new and old in relation to their own lives. Children participate in hands-on experiences that deepen their understanding of the past. Children are given access to, and encouraged to talk about pictures, stories and artefacts from the past. They also begin to put events in their lives onto a simple timeline.

History in Key Stage 1

- In KS1, the children begin to develop an awareness of the past, they use common words and phrases that relate to the passing of time. They learn about famous people and events in British History and beyond and start to be able to see how these are placed on a chronological timeline (showing within and beyond living memory).
- Where possible, first-hand experiences and visits are used to bring their topics alive and give the children a fuller understanding of the period studied.
- The vocabulary introduced includes historical terms and different types of sources are used to encourage children to ask and answer questions, showing their understanding of key features of events

History at Key Stage 2

In KS2, the children further develop their knowledge and understanding of British, local and world history, whilst being encouraged to understand other people, their beliefs, thoughts, values and experiences.

- The children's chronological knowledge is developed through the study of different periods of British history and of ancient civilisations and empires. Connections, contrasts, continuity and change over time are noted and the appropriate use of historical terms encouraged. Timelines are used within topics and at the begin of each period studied to aid this.
- Where possible, first-hand experiences are used to give the children a fuller understanding of the period studied.
- They will learn about the roles that individuals and events have played in shaping modern society; including key monarchs, invasions and wars and develop their ability to investigate and interpret different versions of past events; including seeing invasions and wars from both sides.
- Local history studies support them in understanding how and why their local areas have altered, Highlighting continuity and change and the benefits or disadvantages of this.
- Children are encouraged to construct informed responses that involve thoughtful selection and organisation of relevant historical information. They start to understand how our knowledge of the past is constructed from a range of sources.

Our aim is that children at Potley Hill Primary School will have access to a History curriculum which extends and enriches each child according to their ability and draws upon skills they are developing in other subjects.

Assessment:

We assess children's work by making judgements as we observe learning activities during History focused topics. Key questions and knowledge have been identified from key performance indicators and teachers will assess children's overall outcomes against these using the following terms:

BLW = the objective has been taught but the child needs further support or scaffolding to start working towards achieving it.

WTS = the child is working towards achieving the objective

EXS = the child is working at the expected standard to achieve the objective.

GDS = the child has exceeded expectations when achieving the objective

Cover pages will be stuck into project books. Children will also be encouraged to write a brief assessment at the end of each topic from Year 1 upwards (these might be scribed by an adult when needed), and teachers will give an assessment on these at the end of the areas studied. Teachers will also keep ongoing records on the foundation subject recording sheets, which identify children working at WTS and GDS in order to highlight children who require support or further challenge and this sheet is passed up through the school with the children.

Monitoring and reviewing:

Monitoring is undertaken by the subject leader through book scrutiny, lesson observations, Pupil Voice sessions and feedback is given to teachers. Findings are recorded as part of the subject leader's 'subject story', which provides an overview of progress, pupil voice and strengths and weaknesses within the subject. An action plan is developed and implemented each year, linked to the School Improvement Plan. Monitoring at different points is therefore planned and the action plan is evaluated annually.

Agreed: November 2024

Review date: November 2027