

# Danson Primary School



## History Policy

*Nurture-Believe-Inspire Achieve*

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## History Policy

### Aim:

Here at Danson Primary School we encourage the children to develop the skills of enquiry and analysis to understand how the world in which they live has developed over time. Our History curriculum contributes to this by aiming to enthuse our children with a love and understanding of History through a broad range of topics and periods, preparing them for their next phase of education. Through the study of the following substantive skills, children will develop a broad and balanced view of the History of Britain and other societies from around the world.

- Chronology
- Evidence & Interpretation
- Cause & Consequence
- Change & Continuity
- Similarity & Difference
- Historical & Significance

Children at Danson Primary School will develop a well-rounded knowledge of the past and its events, through cultural capital experiences, the understanding of the world around them and their own heritage. The History curriculum is ambitious through its coverage of historical skills and inspiring through its engaging activities trips and visitors.

### Objectives:

- To instil in the children a curiosity and understanding of events, places and people in a variety of times and environments.
- To provide a programme of study that is suitably adapted to meet the needs of all children.
- To set work that is varied and challenging and promote historical enquiry.
- To develop a sense of chronological understanding, relating to major historical periods, events and people.
- To develop a sense of empathy for the personalities and events of the past and discover what it was like to live in those times and understand the present in the light of the past.
- To ensure that pupils have access to a range of sources of information to aid their development of historical enquiry including artefacts and use of computers.
- To identify different ways in which the past is represented.
- To provide work that covers local, national, European and world history topics
- To make use of local museums, sites and speakers wherever possible.

- To be able to explain their views and those that other people hold about events in the past.

### **Teaching & Learning**

The History curriculum at Danson Primary School has been developed in line with the objectives of the National Curriculum and is bespoke to the needs of the children who attend the school. Key concepts of time and exploring the past are explored in EYFS and then built upon within KS1 and KS2. Historical knowledge and skills are then built upon each year and this progression can be found in the History Curriculum Progression document.

Pre-tasks are completed at the start of every unit of history to establish the knowledge that the children already know. Then, at the end of the History unit, a post task is completed which demonstrates the skills and knowledge that the children have acquired.

### **Planning:**

Lessons are planned to enable children to acquire key knowledge alongside the development of key historical skills, and outcomes of work will reflect this. Children will develop their enquiry skills and the ability to analyse, question and compare sources of evidence to form their own judgements about the past.

The organisation and implementation of the History curriculum supports the children to foster an enthusiasm and sense of curiosity about the past. Key knowledge is reviewed by the children and rigorously checked and consolidated by the teacher at the end of each unit of work. Teaching and learning in History is supported by a wealth of resources, both physical and online.

History Overview identifies the periods of history that are taught at Danson Primary School and how these fit within the school's history curriculum

The planning of History lessons promotes progression in children's learning. Medium term planning then focuses in more detail on the substantive concepts and the learning outcome for each lesson for each unit of History that is covered. The acquiring of historical knowledge and skills within the Early Years Foundation Stage has been developed according to the Early Learning Goals under the heading of 'Understanding the World'.

### **Progression**

Pupils make progress within the subject of History by knowing more and remembering more which is set out within the History Overview here at Danson Primary School. Pupils develop their knowledge of substantive skills and knowledge of History as a discipline

In history, substantive knowledge refers specifically to knowledge of the past: people, events, ideas. This includes:

- **Historical knowledge:**
- For pupils to engage meaningfully with the past, they need a rich knowledge of the period /place / society they are studying.
- **Chronological knowledge:**
- Pupils need a secure overview of major developments and periods to contextualise new knowledge.
- In KS2 they should be learning secure narratives across and within periods.
- **Knowledge of substantive concepts:**
- These are concepts such as: 'civilisation' and 'monarchy'.
- **Disciplinary knowledge (skills):**
- How do historians construct knowledge about the past? At KS2 pupils need to know how historians analyse the past using concepts such as causation, change and continuity, similarity and difference, and historical significance.
- They need to know how historians use sources of evidence to construct knowledge about the past.
- In early years, pupils can begin to build early knowledge which relate to the categories above e.g. chronological concepts such as 'the past' or substantive concepts such as 'king'.
- In KS1, pupils will study specific events from the past and therefore will be able to build a greater range and a foundation relating to the categories above.

A knowledge organiser is stuck in at the beginning of each unit and prior knowledge of the unit is recorded. Clear expectations are given to ensure that teachers know what children's progression in knowledge and skills should be, taking into account a range of abilities. Teachers ensure that these expectations are realised by adapting work according to the pupil's needs.

### **Enrichment:**

Here at Danson Primary School we endeavour to expand children's experience of History. Children in all year groups take part in a range of enrichment experiences depending on what unit of History that they are studying. Such trips include: Year 5 - as part of their Crime and Punishment unit of History visited the Royal Courts of Justice, Year 4 - visited the British Museum as part of their Anglo Saxons & Vikings unit.

### **Recording & Assessment**

All children within the school record in their History work in books which provide a record of their work and the progress that they have made. At the end of each term formative and summative assessment is inputted into the school's assessment system and monitored by the History Subject Leader.

### **History Resources:**

There are electronic resources saved on the school's Google drive. The majority of physical resources for history are stored in the history resources area. The history subject leader is responsible for auditing and replenishing resources. Class teachers should inform the subject leader of any additional resources needed or of those that are damaged.

### **Equal Opportunities:**

Throughout the History teaching here at Danson Primary School, there is a big emphasis on the use of a wide range of materials to be available in the classroom, which present an accurate view of women and minority groups within past societies. When dealing with controversial issues, teachers present a balanced viewpoint utilising accurate sources of information from the past. Underlying the historical programmes of study is the principle that History is the interpretation of evidence. Source material is carefully chosen to reflect this view.

<b>Policy Owner</b>	<b>History Leader</b>
<b>Approver</b>	<b>Deputy Head Teacher and Head Teacher</b>
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