****

****

**History Policy**

**H. Lewis**

**November 2022**

**Approved by Chair: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Review Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Contents:**

Statement of intent

1. Legal framework
2. Roles and responsibilities
3. Teaching
4. Curriculum
5. Assessment
6. Adaptations
7. Monitoring and evaluation
8. Enrichment opportunities

**Statement of intent**

At Lodge Farm, we offer a structure of lessons that help children stimulate their interest and understand the lives of people who lived in the past. Children are given regular opportunities to investigate and interpret the past; understand chronology; build an overview of British history as well as the wider world; evaluate the past through forms of enquiry; and communicate historically in different ways. **We celebrate our diversity** and the History curriculum builds on diverse history based on the origins of cultures in our school. Local history is woven through our learning, providing a chance to explore the local heritage of the community. Annually in History, **we provide enrichment opportunities to engage learning and develop passions**, as well as allow children to pursue a deeper and broader understanding of a historical period.

Following the curriculum drivers that run through our curriculum, History allows opportunity to meet each aim, overcoming the barriers for learning:

|  |  |
| --- | --- |
| Aspiration | At Lodge Farm, children learn about forms of leadership from monarchy to theocratic and democratic civilisations, comparing and discussing how the limitations and effects of these types of leadership. They learn about recent historical discoveries that have been made, showing that the understanding and knowledge of historical periods are ever-changing with new evidence being continually discovered. Reference is also made to the historians and archaeologists who have helped these discoveries. Black History and female historical figures are integrated through the Lodge Farm History curriculum, with links made within topics to figures of colour and of different genders who have had a positive impact on the past and present. |
| Healthy Lifestyle | Children learn about war and conflict through history, including how it impacted the lives and health of people in the past. Through the study of earlier civilisations, children will also explore how health and medicine have changed over time. They will understand that modern knowledge and understanding of health has had a positive impact on the lives and wellness in our present. Comparisons will be made between hobbies in people’s pastime compared with present day, including sports and exercise preferences. Through learning about Ancient Greece, children will learn about the origins of the Olympic Games and how they have changed over time. |
| Communication | Through all History units, children are encouraged to ask questions about their learning, make observations about evidence and discuss what they have read and seen. Through looking at sources, children are encouraged to question whether they are reliable or have been affected by bias or propaganda. Children are encouraged to present their learning and understanding through different formats, including writing, speaking, presenting and role-play, drawing on their prior learning and starting to show an awareness of an audience. |
| Knowledge of the World | Each year group learn about an aspect of their local history, allowing them to understand their locality and how it has been affected through time. British History is taught solely up to Year 3. From Year 4, children learn about the history of other civilisations including Ancient Greece, Indus Valley and Benin. With Indian and Black African being the most prominent ethnic demographics in Lodge Farm after White British, the History curriculum allows pupils to explore the history of the earliest Indian and Nigerian civilisations. |

**1.** **Legal framework**

This policy will have regard to the following statutory and non-statutory guidance.

* History programmes of study: key stages 1 and 2 – September 2013.

**2. Roles and responsibilities**

The History Coordinator is responsible for:

* Developing, resourcing and reviewing the school’s History Policy.
* Planning instigating and monitoring teaching programmes.
* Liaising with colleagues including the SENCO, to differentiate teaching programmes in accordance with the needs of individual pupils.
* Work with other staff to teach the subject content.
* Keeping staff informed of visits and courses.
* Facilitating the assessment of children’s work.
* Keeping up-to-date with current affairs and best practice regarding history.
* Providing guidance, including INSET training to staff as part of their ongoing professional development.
* Celebrating and promoting the history curriculum and the work of pupils’ throughout the school.

**3. Teaching**

The History Coordinator will be responsible for overseeing the planning resourcing and monitoring of the school’s history programme.

The subject matter covered in history reflects the requirements of the National Curriculum, which came into effect in September 2013. Topics have been carefully selected to represent the diverse histories of the school population including the studies of the Indus Valley (India and Pakistan) and Benin. Yearly studies are conducted in the local history of the school so children are able to build an understanding of their local heritage and how it fits into the historical narrative.

History is taught weekly with time given to achieve depth in learning. The topics for learning have been selected according to the local curriculum, though various topics have been selected to fit the diverse background of the school population as well as to enrich the knowledge of local heritage.

A progression of learning document details the key skills and knowledge children will revisit each year from Years 1-6. These skills include:

* Chronological understanding
* Historical enquiry
* Interpretations of the past
* Knowledge and understanding
* Compare and contrast
* Organisation and communication
* Local history

History will be delivered by all teaching staff in a range of teaching and learning situations with respect to the needs of the individual pupils.

**4. Curriculum**

Our History curriculum aims to bring History to life, in order to help pupils to understand to process of change and the diversity of societies, as well as understanding their own identity, their local heritage and the challenges of their time.

The aims of the history curriculum are to ensure pupils:

* Know and understand the history of the UK, and how it shaped the world, as a coherent, chronological narrative from the earliest times to the present day.
* Know and understand significant aspects of history of the wider world such as ancient civilisations; empires and past non-European societies and deploy a historically grounded understanding of abstract terms such as ‘empire’, ‘civilisation’ and ‘parliament’.
* Understanding historical concepts, such as continuity and change, cause and consequence, similarity, difference and significance and use these to analyse.
* Understanding the methods of historical enquiry such as using evidence to support and argument.
* Gain a historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history.

**EYFS**

The Early Years Foundation Stage follows the “Development Matters in the EYFS” which aims for all children to understand “Past and present” within the topic “Understanding the World”. As part of the curriculum, children will:

* Comment on images of familiar situations in the past
* Compare and contrast characters from stories, including figures from the past
* Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read
* Understand the past through settings, characters and events encountered in books read in class and storytelling
* Begin to make sense of their own life-story and family’s history

**Key Stage 1**

Pupils should be taught about:

* Changes to living memory and changes in national life.
* Events beyond living memory that are nationally or globally significant.
* 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**

Pupils should be taught about:

* Changes in Britain from the Stone Age to the Iron Age
* The Roman empire and its impact on Britain
* Britain’s settlement by the Anglo-Saxons
* The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor
* Local History studies
* A study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066
* The achievements of the earliest civilisations- an overview of where they appeared and a depth study: Indus Valley
* Ancient Greece- a study of life and achievements and their influence on the western world
* A Non-European study that contrasts with British history: Benin (West Africa) 900-1300

**5. Assessment**

In History, assessment:

* Is embedded as an essential part of teaching and learning.
* Involves sharing learning objectives and success criteria with pupils.
* Aims to help pupils to know and recognise the standards they are aiming for.
* Involves pupils in peer and self-assessment.
* Provides subject specific feedback which leads pupils to recognising their next steps and how to take them.

For each topic, children will have an assessment sheet stuck into books. This will be used by children for self-assessment before being used by teachers.

**6. Adaptations**

Learning about History is inclusive to all children. Scaffolding and visual support has been put in place to support the pupils in all year groups. The class teacher, who understands the children and their learning styles, will adapt learning appropriately.

**7. Monitoring and evaluation**

The History Coordinator will regularly review and evaluate the History work within school through a combination of book monitoring, lesson observations and pupil interviews. Samples of children’s work from all ability levels (Upper/Middle/Lower/SEN) will be monitored. Judgements based on any monitoring will be relayed to staff in their feedback.

This policy will also be reviewed annually to ensure that it complies with the latest legislation, guidance and best practice.

1. **Enrichment opportunities**

At Lodge Farm, history is brought to life through the constant focus on using artefacts to explore different periods of history. Each year, children deepen their understanding of topics through practical enrichment days where they are able to broaden their knowledge and explore a specific aspect of history through cross-curricular learning and hands-on experiences.