

Eppleton Academy Primary School

History Policy

Our Vision

How do you know who you are unless you know where you've come from? How can you know what's going to happen, unless you know what's happened before? History isn't just about the past. It's about why we are who we are and about what's next.

At Eppleton Academy Primary, our vision is for all our children to understand the past and how this will shape their future.

We believe the study of History inspires children's curiosity. Pupils will be encouraged to become detectives, exploring the past in an exciting way. They will find evidence, weigh it up and reach their own conclusions. They will compare and contrast, examining why and how things have changed.

This approach will encourage open minded enquiry thinkers who understand cause and effect- skills that are prized for adult life.

Purpose of study

The national curriculum states that:

A high-quality history education will help pupils gain a coherent knowledge and understanding of Britain's past and that of the wider world. It should inspire pupils' curiosity to know more about the past. Teaching should equip pupils to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. History helps pupils to understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time.

The national curriculum for History aims to ensure that all pupils:

- know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world
- know and 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.

Structure and Delivery of the History Curriculum

The National Curriculum for History is used as a framework for the content, skills and pupil expectations at our school. We will deliver this curriculum through a knowledge and skills-focussed approach to teaching and learning.

In order to ensure coverage and progression is met, staff follow our school's 'Being a Historian' document which incorporates the following:

- National Curriculum
- Sticky Knowledge
- Vocabulary
- Skills

Five main skills have been identified:

- Developing vocabulary
- Chronological understanding
- Knowledge and understanding of events and changes in the past
- Historical interpretation and enquiry
- Significance

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

Teaching Expectations

We teach History in the Reception and Nursery classes as an integral part of the topic work covered during the year. History makes its contribution to the objective in the ELGs of developing a child's knowledge and understanding of the world.

In KS1 and KS2 History forms a significant contribution to the curriculum, often providing the focus for a topic as well as being taught as a discrete unit.

Overview

Year 1	Schools and Toys- grandparents time to present day Castles
Year 2	What is special about Hetton? Coal mining/George Stephenson The great fire of London
Year 3	Who lived here before us? - Stone Age to Iron Age Ancient Egypt
Year 4	Ancient Greece The Romans in Britain

Year 5	Britain's settlement by the Anglo Saxons and Scots Vikings The Mayan civilisation
Year 6	Coal Mining from Victorian Times to present day World War 2 -Battle of Britain

History across the Curriculum

Literacy -History contributes significantly to the teaching of English at Eppleton by actively promoting the skills of thinking, reading, writing, speaking and listening. Through Historical Enquiry and Interpretation, they discuss how things have come to be and what different sources from the past tell us. In KS1 stories are used to promote understanding and distinguish between fact and fiction. In KS2 documents and printed sources help to further develop their knowledge.

History provides many opportunities for cross curricular writing such as diaries and newspaper reports.

Mathematics - History contributes to maths as children develop their sense of chronology. They place periods and events in History on a time line and use mathematical knowledge to work out how long ago something happened.

Computing - Children use computing in History lessons where appropriate. They use the internet to research and further develop their knowledge about the past. Also, they can access a range of original historical resources to help with enquiry-based learning.

Art/ DT - History provides a meaningful context for a variety of art and design/technology work.

Inclusion and differentiation

We recognise the fact that in all history classes there are children of a variety of abilities, and we seek to provide suitable learning opportunities for all pupils by matching the challenge of the task to the ability of the child, thus ensuring access for all children to a broad and balanced curriculum.

Learning and the school's expectations are matched to the individual needs of those with learning difficulties.

History assessment

History assessment is on-going and formative. It happens in the classroom as part of the normal teaching process. The key document to support this process is the History Skills Progression which provides criteria matched to each year group expectation. Staff use green or pink highlighters against the lesson objective to show whether they have been achieved or not.

The History Coordinators Role

- To monitor the standards of teaching and learning of History across the school.
- Leadership of History throughout the school to ensure key principles, standards and staff support.
- To link with cluster schools and beyond to develop and improve history provision.

Important Information

National Curriculum in History

Being A Historian document

The National archives History Toolkit for Primary schools