

History Policy



**Providing the rich soil that enables
our children to develop deep roots and flourish.**

Chair of Governor: Dr Holmes

Approved by: Standards Committee

Approved on: Autumn 2 2022

Review Date: Autumn Term 2 2024 by Standards Committee

Other relevant policies: Safeguarding Policy, Special Educational Needs and Disabilities, Behaviour Policy, Remote Learning Policy, Amberley Immersion Curriculum, Homework, Teaching and Learning and Assessment

History Policy

Introduction

This policy is written in conjunction with the Amberley Curriculum policy which states our Intent, Implementation and Impact for our Amberley Immersion Curriculum.

As a church school we identify Christian Values that underpin the whole school and the wider community. These values inform our school's vision, aims and ethos. The values that relate particularly to this policy are Perseverance, Courage and Respect.

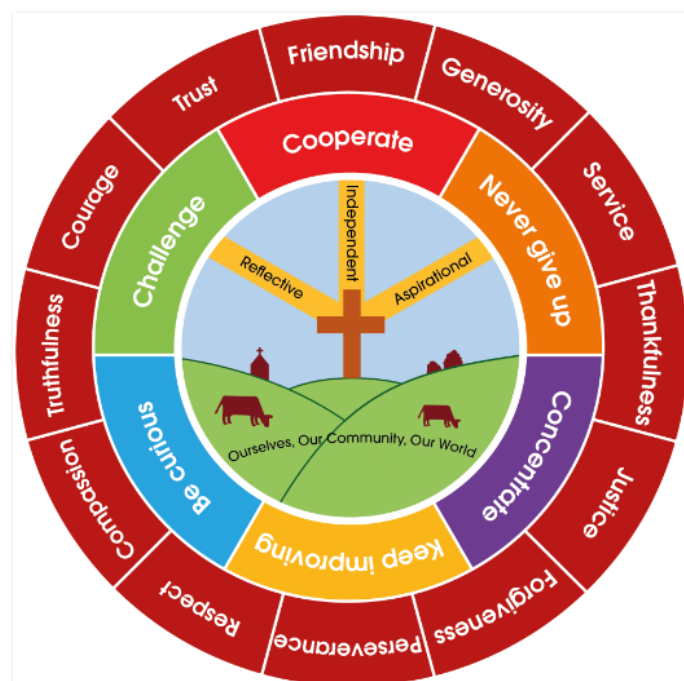
Our Learning Powers underpin the attitude to learning that the children are fostered to develop at Amberley Parochial School. In all aspects of history lessons, the Learning Powers of Curiosity, Challenge, Never Giving Up, Co-operation, Concentration and Keep Improving continually utilised for the children's development within the subject.

Curriculum Intent

The Amberley Immersion Curriculum has been designed and developed taking into consideration pupils, parents, staff and governing board views and opinions as well as meeting statutory requirements.

We have ensured that our Immersion Curriculum encompasses the School Vision Wheel which has been established alongside our Biblical teaching of 'The Sower'. These support our pupils learning journey, embracing values and learning skills for life. We are driven as a community to ensure that our pupils recognise that they have unique skills to benefit themselves, to support their community and to give to the wider world. This is embedded within our intent and implementation of our Immersion Curriculum.

The Amberley Vision Wheel



Curriculum Planning

All pupils are entitled to a broad and balanced curriculum, whatever their ability. At Amberley, we follow our Amberley Immersion Curriculum across the school. This is based on the National Curriculum Requirements. In addition, we have incorporated key milestones at the end of Key Stage 1, Lower Key Stage 1 and Upper Key Stage 2. These milestones are skills that the children will be assessed against to obtain their attainment and progress.

The Amberley Immersion Curriculum has been mapped out over a two-year programme (Cycle A and B) so all pupils receive the required coverage of the National Curriculum. In addition, the skills and knowledge they are taught are progressive, ensuring continuity and progression across the school. Each unit has a focused planning sheet highlighting aims and objectives. In addition, rationale is included where appropriate.

All stakeholders have access to this information which is placed on the school's website. The Amberley Immersion curriculum was planned by all teachers after consultation with parents, pupils and governors.

History Intent

For all learners to have...

- An excellent knowledge and understanding of people, events, and contexts from a range of historical periods
- The ability to think critically about history and communicate ideas confidently
- The ability to think, reflect, debate, discuss and develop a sense of curiosity, ask questions and taking opportunities to undertake high-quality research across a range of history topics.
- A passion for history and an enthusiastic engagement in learning

At Amberley, each unit of history contains the key elements of: investigating and interpreting the past; building an overview of world history; understanding chronology and communicating historically.

The History curriculum is taught through a range of themes and topics to provide the children with many opportunities to build upon their knowledge and skills.

History Impact

The children of Amberley will understand and develop the traits and skills needed to become historians. They understand that history is a study of the past, and they aspire to act like historians in asking questions and finding things out. They will accumulate a knowledge base that will allow them to make links between different eras studied.

Rationale

Refer to appendix a

The Early Years Foundation

We teach history in reception classes as an integral part of the topic work covered during the year. As the reception class is part of the Early Years Foundation Stage of the National Curriculum, we relate the history aspects of the children's work to the objectives set out in the Early Learning Goals (ELGs) which underpin the curriculum planning for children aged three to five. History contributes to a child's understanding of the world.

At Amberley, our Early Years Foundation Stage curriculum aims to give young children a foundation in the core skills needed for an 'Understanding of the World' which provides the stepping stones for History, Geography, Science and RE. We will look at people and communities throughout time, similarities and differences, learn how to identify details and features, make observations of the world around us learning to compare and contrast.

Assessment, Recording and Reporting

Assessing the children's achievement will be planned into lessons and used to guide subsequent lessons. Teachers record the progress that children make by assessing their work against the learning targets from the National Curriculum and Milestones. Teachers will make termly assessments of attainment and progress for each child. Children are always encouraged to self-assess and reflect on their achievements.

Resources

A range of basic resources are available in each classroom. They are presented in such a way that they are accessible and are maintained in good order. Additionally, less frequently used resources are kept centrally. It is the responsibility of each teacher to ensure that these are maintained to the same high standard as those in the individual classrooms.

Books and other visual materials to support learning are available in the classrooms and the library. When appropriate the school uses outside resources, visitors and links with community to support learning. As well as the wealth of inspiration offered by the natural surroundings of the school.

Teaching

To ensure consistency and development of practice across the school, there are agreed procedures for common activities to ensure continuity and progression. This contributes to the development of understanding and confidence in the use of such procedures by both educators and pupils.

Whilst history will at times be related to other subjects through cross curricular links, teachers also plan specific activities to provide development of the skills, knowledge and understanding of history. These activities will take account of children's previous experiences. Teachers will ensure that the objectives of the lessons and the criteria for achievement are clear to all pupils.

Special needs and equal opportunities

Researching history is a way to communicate and respond to experience. Every child's response is unique and activities in history are planned which allow pupils to respond according to their abilities, with appropriate adaptation for support, resources and outcome.

Teachers will provide instruction and guidance on technical processes to take account of individual needs. In line with the school's equal opportunities policy, all children will have an entitlement to all aspects of the history curriculum.

Appendix A: History Planning Rationale

Year Group	Topics
Year 1/2	<ul style="list-style-type: none">• Victorians (NC expectations and most relevant to the pupils)• Explorers (NC expectations)• Wonder Women: Rosa Parks (Equality), Florence Nightingale (Service), Emily Davison (Equality) (NC expectations)• Great Fire of London (NC expectations)• World War 1 (Whole School Collaboration, locality with reference to Amberley Veterans and Christian Values with specific reference to Service)• World War 2 (Whole School Collaboration, locality with reference to Amberley Veterans and Christian Values with specific reference to Service)
Year 3/4	<ul style="list-style-type: none">• Local History (Pupils need to be familiar with local area and this can be referred too throughout Key Stage 2)• Stone to Iron Age (Support the children's chronological understanding linked to other topics and developed through the class timeline display)• The Romans (Support the children's chronological understanding linked to other topics and developed through the class timeline display)• Ancient Egyptians (NE expectations: Compare civilisations and more accessible for younger pupils)• World War 1 (Whole School Collaboration, locality with reference to Amberley Veterans and Christian Values with specific reference to Service)• World War 2 (Whole School Collaboration, locality with reference to Amberley Veterans and Christian Values with specific reference to Service)
Year 5/6	<ul style="list-style-type: none">• Invaders – Anglo Saxons (Support the children's chronological understanding linked to other topics and developed through the class timeline display)

- | | |
|--|--|
| | <ul style="list-style-type: none">• Monarchs (This is taught last in order for pupils to use their chronological knowledge to support their learning)• Mayans (NC expectations, completing later therefore pupils can use all previous knowledge taught to make contrasts)• Ancient Greeks (Comparisons of previously taught civilisation, Ancient Greek legacy more appropriate for older children)• World War 1 (Whole School Collaboration, locality with reference to Amberley Veterans and Christian Values with specific reference to Service)• World War 2 (Whole School Collaboration, locality with reference to Amberley Veterans and Christian Values with specific reference to Service) |
|--|--|