

History Policy – Exmoor Link Federation

Introduction

This policy outlines the teaching, organisation and management of history taught and learnt at Exmoor Link Federation.

The main purposes of this policy are:

- To establish an entitlement for all pupils
- To establish expectations for teachers of this subject
- To promote continuity and coherence across the school

1. Aims and objectives

1.1 The **aim** of history teaching here at Exmoor Link Federation is to stimulate the children's interest and understanding about the life of people who lived in the past in Britain and the wider world. Pupils will consider how the past influences the present, what past societies were like, how these societies organised their politics, and what beliefs and cultures influenced people's actions. Thus they learn to value their own and other people's cultures in modern multicultural Britain and by considering how people lived in the past, they are better able to make their own life choices today. In our school, history makes a significant contribution to citizenship education by teaching about the manner in which Britain developed as a democratic society. We teach children to understand how events in the past have influenced our lives today, we also teach them to investigate these past events and by so doing, to develop the skills of enquiry, analysis, interpretation and problem solving.

1.2 The **intent** of teaching history in our school are to:

- Build an awareness of significant events and individuals in global, British and local history and recognise how things have changed over time.
- History will support children to appreciate the complexity of people's lives, the diversity of societies and the relationships between different groups.
- Studying history allows children to appreciate the many reasons why people may behave the way they do, supporting children to develop empathy for others while providing the opportunity to learn from mankind's past mistakes.
- We aim to support pupils to build on their understanding of chronology through each year group, and make connections over periods of time.
- We hope to develop pupils understanding of how historians study the past and develop their own skills to carry out historical enquiries.
- Our history scheme will aim to introduce key substantive concepts including power, invasion, settlement and migration, empire, religion, trade, achievements of humankind, society and culture.

1.3 When we **implement** history, we:

- Will look at history through the following strands: topic knowledge, chronological awareness and substantive concepts. Children will be developing their historical enquiry skills and gain experience of disciplinary concepts. Together these strands will lead to the pupils gaining historical knowledge.
- The above strands will be interwoven through each history unit and each lesson will have a focus on chronology to allow children to explore the place in time of the period that they are studying.
- Over the course of the two year rolling programme children will develop their understanding of the following key concepts:
 - Change and continuity
 - Cause and consequence
 - Similarities and differences
 - Historical significance
 - Historical interpretations
 - Sources of evidence.
- These concepts will be encountered in different contexts during the study of local, British and world history.
- Lessons are designed to be varied, engaging and hands on, allowing children to experience the different aspects of historical enquiry.
- Our chosen scheme is cyclical allowing pupils to return to the same disciplinary and substantive concepts throughout their progress through school.
- Each time a concept is revisited it is covered in greater complexity.
- Upon returning to each concept, prior knowledge is utilised so that pupils can build on previous foundations.

Early Years

- History in the Early Years is taught through discreet learning sessions within a range of themes and topics. We learn about the history of ourselves (now and as babies), and relate our learning to familiar objects and places.

1.4 Cross curricular opportunities

Staff are encouraged to develop cross-curricular links with history and other subjects to provide a relevant and meaningful curriculum for pupils.

1.5 The role of the **history subject leader** is to:

1. Support colleagues in teaching the subject content and developing the detail within each unit.
2. Renew, update and complement resources needed to deliver the curriculum, within budget restraints
3. Audit current practise

4. Keep abreast of developments in history education and media usage.

1.6 Impact

- The impact of our chosen scheme of work will be constantly monitored through both formative and summative assessment opportunities. Each lesson includes guidance to support teachers in assessing pupils against the learning objectives. Each lesson has a skill catcher and knowledge assessment quiz to provide summative assessment.

1.7 Health and safety

Teachers should be aware of health and safety issues. Risk assessments are undertaken prior to activities, to ensure that they are safe and appropriate for all pupils. Before undertaking a field trip teachers are encouraged to visit the proposed area of study and fill in a risk assessment form as well as complete EVOLVE Devon's online health and safety risk assessment. Further information can be found in the Health and Safety Policy and Educational Visits Policy.

1.8 Monitoring and evaluation

To monitor and evaluate history, the subject leader,

- Supports teachers through sharing good practice, giving feedback etc.
- Completes book scrutiny and lesson observations.
- Reviews the subject at the end of the year through data analysis, auditing, planning and noting evidence of history teaching throughout the school
- Reviews resource provision
- Works co-operatively with the SENCo.

1.9 This policy will be reviewed at least every two years.