

History Policy

Intent:

Through the teaching of History, we intend for our pupils to:

- Develop an interest in the past and an appreciation of human achievements and inspirations.
- Develop a knowledge and understanding of some of the major historical issues and events in their own country and the wider world and how these events may have influenced each other.
- Develop an understanding of the concepts of time and chronology.
- Understand how the past was different to the present and how attitudes and values have changed over time.
- Understand that events may have a multiplicity of causes and that historical explanation is subjective. Therefore, many sources of evidence should be reviewed and discussed.
- Develop and use their skills in enquiry, analysis, evaluation, and argument.
- Develop their interest in the past, arousing their curiosity and motivation to learn.
- To develop an understanding of society and their place within it, so that they acquire a sense of their cultural heritage.

Implementation:

The teaching of history in St Michael's Federation will:

<u>Promoting History</u>	<u>Historical Knowledge</u>	<u>Historical enquiry</u>
History will be promoted through cross curricular links where appropriate, historical theme days, use of visits and artefacts to stimulate and promote historical thinking as well as linking into dates of historical significance and world-wide current events.	Pupils will learn about events within and beyond their own lifetime; significant historical figures; ancient civilizations; significant events and periods within British history; a local history study and significant historical periods within the wider world	Pupils will learn to ask and answer key questions in relation to history; make use of research to inform their knowledge and opinions; discuss sources of evidence and potential bias; evaluate the reliability of evidence and artefacts; to form their own opinion about historical events; debate and justify their arguments.
<u>Chronology</u>	<u>Changes</u>	<u>Causation</u>
Pupils need to know the order of key historical events and periods of history. They should place this within a wider timeline and make links to other periods of history. This needs to be constantly reviewed and revisited.	Pupils will need to know significant changes within periods of history and over longer periods of time. This may link to physical history such as the growth of towns etc as well as social history e.g. changes in housing, crime and punishment, education as well as changes in judgement and values.	Pupils will be taught about the causes of events and how there may be multiple causes e.g. why did the Vikings invade Britain. This will be further explored by studying cause and effect e.g. the Great Fire of London led to the creation of a fire service.
<u>Evidence</u>	<u>Variety of sources materials</u>	<u>Making links, comparisons and contrasts</u>
Pupils will learn that historical explanation is based on evidence. They will learn about primary and secondary sources of evidence and discuss how evidence can be biased	Children will access a wide range of sources of materials e.g. artefacts, books, maps and plans, illustrations, photos, videos, first-hand accounts, visiting sites of historical significance.	Through our history teaching, pupils will make links between historical influences and modern-day life as well as links between periods of

and how this might impact interpretation.		history. In addition, pupils will understand the differences and similarities between periods of history and events as well as with their own lives.
<p style="text-align: center;"><u>Storytelling</u></p> <p>History is the narrative of our past and present. Pupils will develop their knowledge of historical events and understanding of empathy with people of the past through writing diaries, stories, drama, role play and freeze frames etc. This will help to bring history to life for many pupils however we need to prepare pupils' knowledge prior to such activities to ensure age-appropriate historical accuracy.</p>		

For the breakdown of key stages and progression see the progression maps.

Impact:

We will monitor and measure the impact through:

- Assessment drops
- Pupil Conferencing
- Book Scrutiny
- Lesson monitoring
- Review of teacher expertise and subject knowledge

The monitoring of history teaching and pupil progress is the shared responsibility of teachers, the subject leader and the senior leadership team as well as the governing body. The work of the subject leader includes supporting colleagues in the teaching of History, keeping up to date with current developments as well as providing a strategic lead and direction for the subject.