



## Kirk Langley Church of England Primary School

### History Policy

Kirk Langley is a Church of England Primary School and our family believe that 'Every Child Can Shine.' Our visions and values, built on the living Gospel of Christ within daily life, are at the core of everything we do. They underpin our teaching and learning and provide an environment which prepares our pupils in being respectful, confident, thriving citizens.

*Daniel 12:3*

*'Those who have insight will shine brightly like the brightness of the expanse of heaven, and those who lead the many to righteousness, like the stars forever and ever.'*

We aim to provide a thriving, inspiring and stimulating learning environment where children achieve the very best they are capable of because all the staff value their different learning styles. Kirk Langley Church of England Primary School is committed to Christian values where children, parents/carers and our community know us by our actions.

#### **Within a Christian ethos we aim to:**

- Promote a positive attitude to life-long learning, nurturing the development of self-esteem; leading to aspirational, independent learners that are prepared to be challenged and take risks in a diverse and ever changing world.
- Provide the children with valuable experiences and opportunities, through a broad, balanced and exciting curriculum, where learning is purposeful and engaging.
- Use a variety of teaching strategies and resources effectively and creatively; encouraging each child to progress and attain to the highest possible standards, in relation to their age and ability.

- Strongly believe in the partnership of parental involvement in the education of our pupils.
- Demonstrate and foster respect for ourselves and others within the school, local community and the global community.
- Respect the belief of others and celebrate cultural diversity.
- Encourage spiritual and moral values.
- Explicitly promote the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs through a 'living' curriculum.
- Value each child as an individual within the school and respect personal beliefs.

## **Rationale**

At Kirk Langley Church of England Primary School we aim to stimulate children's interest and understanding about the life of people who lived in the past and ways in which it differs from the present. We believe that learning about the past helps children to make sense of the world in which they live and to develop analytical thinking.

We believe that the study of history makes a valuable contribution to their understanding of all aspects of life giving a sense of identity and heritage.

## **Aims of the History Curriculum**

- *To develop an interest in the past and an appreciation of human achievements and aspirations;*
- *To understand the values of our society;*
- *To learn about the major issues and events in the history of our own country and of the world and how these events may have influenced one another;*
- *To develop knowledge of chronology within which the children can organise their understanding of the past;*
- *To enable children to know about significant events in British history and to appreciate how things have changed over time.*

- *Children develop a range of skills and abilities - particularly those related to finding out about the past, explaining what happened and what people then and now think about what happened.*

## **Implementation of Policy**

### **Teaching of History**

At Kirk Langley Church of England Primary School, the teaching and learning of history focuses on enabling children to think as historians.

We have used the best research to create a well sequenced and progressive curriculum map containing the key concepts children need to be procedurally fluent in, to work and think like historians.

The key concepts in history we plan a progression for are as follows:

- *Historical interpretation*
- *Knowledge and understanding of events, people and changes in the past*
- *Chronological understanding*
- *Historical understanding*

We enable children to find out about the past from a range of sources – using primary and secondary sources, handling artefacts, making use of local area and visits to museums and sites of historical significance.

We develop children's understanding and skills in looking at and interpreting evidence including recognising that the past can be represented in different ways.

We develop skills of research and note taking and to present findings in a variety of ways such as in written, oral or pictorial form as well as using ICT.

We teach children to identify why people did things, the main characteristics of different societies at different times including links between times studied.

As teachers we are responsible for including all or part of the four key elements of history into our topics.

## **Teaching Styles**

At Kirk Langley Church of England Primary School, history is taught through a cross-curricular thematic approach and we link history to as many subjects as well as ensuring no tenuous link is made.

History contributes significantly to the teaching of English in our school by actively promoting the skills of reading, writing, speaking and listening. Some of the texts that we use in the literacy lessons are historical in nature.

Children develop oracy through discussing historical questions or presenting their findings to the rest of the class. They develop their writing ability by composing reports and letters and through using writing frames.

At Kirk Langley Church of England Primary School history teaching contributes to the teaching of mathematics in a variety of ways. Children learn to use numbers when developing a sense of chronology through doing activities such as timelines. Children learn to interpret information presented in graphical or diagrammatic form.

We use ICT in history teaching where appropriate. Children use ICT in history to enhance their skills in data handling and in presenting written work, and they research information using the Internet.

History contributes significantly to the teaching of personal, social, citizenship and health education. Children develop self-confidence by having opportunities to explain their views on a number of social questions such as how society should respond to poverty and homelessness. They discover how to be active citizens in a democratic society by learning how laws are made and changed, and they learn how to recognize and challenge stereotypes and to appreciate that racism is a harmful aspect of society. They learn how society is made up of people from different cultures and start to develop tolerance and respect for others.

At Kirk Langley Church of England Primary School when teaching history, we contribute to the children's spiritual development where possible. Children learn about the role of the church in Tudor times and they find out how British society has changed over time. The history programme of study enables children to understand that Britain's rich cultural heritage can be further enriched by the multi-cultural British society of today.

### **Early Years Foundation Stage**

At Kirk Langley Church of England Primary School history makes a significant contribution to the development of each child's understanding of the world. We provide activities such as examining photos of themselves at birth and looking for change over time, using stories that introduce a sense of time and people from the past, comparing artefacts from different times e.g. teddies, and making the most of opportunities to value children's histories from their own and other cultures.

In the Reception class history is taught as an integral part of topic work covered during the year. In the EYFS, history is about having the opportunities to find out and learn about the world they live in and discover the meaning of new and old in relation to their own lives. The history side of the children's work is related to the Knowledge and Understanding of the World objectives set out in the EYFS Curriculum.

### **Key Stage 1**

At Kirk Langley Church of England Primary School, during key stage 1, children learn about people's lives and lifestyles from the more recent past. They listen and respond to stories and use sources of information to help them ask and answer questions. They learn how the past is different from the present. Children begin to learn about the more distant past through topics that have a direct connection to our local area. They use the primary resources available to help them understand a life very different from their own.

## **Key Stage 2**

At Kirk Langley Church of England Primary School, during key stage 2 children learn about significant people, events and places from both recent and more distant past. They learn about change and continuity in their own area, in Britain and in other parts of the world. They look at history in a variety of ways, for example from political, economic, technological and scientific, social, religious, cultural or aesthetic perspectives. They use different sources of information to help them investigate the past both in depth and in overview, using dates and historical vocabulary to describe events, people and developments. They also learn that the past can be represented and interpreted in different ways.

## **Strategies for the teaching of History**

At Kirk Langley Church of England Primary School, the predominant mode of teaching involves working in groups, individual work and class history teaching are used where appropriate within this structure. The emphasis on our teaching of history is on both primary experience as well as using secondary sources.

We encourage children to take an active role in their learning and provide opportunities for children to develop the key skills of communication as well as improve their own learning performance.

## **History Subject Leaders Role**

At Kirk Langley Church of England Primary School, the role of the history subject leader is to ensure continuity and progression in the teaching and learning of history.

- *Create a well progressive history curriculum map, monitor its implementation and assess the impact in terms progress children make.*
- *Developing good practice in their own classroom and sharing good practice across the school*
- *Monitoring and evaluating the implementation of the history curriculum map*
- *Co-ordinating and ordering resources and managing the budget*
- *Monitoring and evaluating resources*
- *Monitoring planning and the delivery of the curriculum*
- *Working together with colleagues to raise standards*

- *Providing stimulus and inspiration*
- *Ensuring that the policy documents remain useful and current*
- *Organising and supporting in-service training in line with the SDP*
- *Yearly history audit and action plan*

## **Citizenship**

At Kirk Langley Church of England Primary School, we encourage children to become aware of their role as a citizen. During history lessons we encourage children to reflect on and discuss the moral and social issues that arise in lessons; for example, looking at child labour in Georgian, Victorian Britain. Through this we seek to develop children's concepts and attitudes towards right and wrong, in line with the spiritual ethos of the school.

## **Assessment and Recording**

At Kirk Langley Church of England Primary School, assessment is in line with the schools assessment policy. Teachers are expected to assess at the end of each unit against the end points outlined on the history curriculum map for each year group and key concept.

Monitoring of history takes place throughout the school by:

- *Observations of individual lessons.*
- *Monitoring of tracker children's books.*
- *Discussions with both adults and children.*
- *Monitoring Classroom Monitor objectives statements against the National Curriculum.*
- *Looking at classroom displays.*
- *Whole schoolbook scrutiny days.*

## **Inclusion**

At Kirk Langley Church of England Primary School, all children have access to history lessons and activities regardless of age, sex or ability. Teaching approaches provide equality of opportunity by making sure the work is suitable for both boys and girls, taking into account religious and cultural beliefs and enabling those with disabilities to have full participation.

## **Disability Equality Impact Assessment**

This policy has been written with reference to and in consideration of the school's *Disability Equality Scheme*. Assessment will include consideration of issues identified by the involvement of disabled children, staff and parents and any information the school holds on disabled children, staff and parents.