

THE CANONS CE PRIMARY SCHOOL



Reviewed 2024

History Policy

Early Years Foundation Stage (EYFS)

The History taught in the early years comes from Development Matters, through 'Understanding of the World'. This is to allow children to 'talk about past and present events in their own lives and in the lives of family members and people familiar to them.' At The Canons, we teach this through local traditions and experiences such as Remembrance Day and Founder's Day, with a specific focus on Nicholas Chamberlaine and his contributions to our town. We also focus on looking at familiar situations to them from the past through images and discussion. The children will also be familiar with a range of stories and characters, comparing and contrasting these.

Key Stage 1 (KS1)

In KS1, the children will develop a good understanding of the past and understand a wide range of vocabulary. To build on prior learning in the EYFS, KS1 continue to develop comparing and contrasting different significant figures and time periods. They also focus on building their knowledge of significant historical figures and events, understanding where they fit on a chronological timeline. Along their journey, they will compare periods of time, including studies on their local area using a range of sources. These sources include non-fiction texts, reports, guest speakers, educational visits, the internet and diary entries.

Key Stage 2 (KS2)

To build on the learning in KS1, KS2 will 'continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms'. This could include a specific aspect of the time period, as well as significant people and myths and legends.

Aims

Our main aims in teaching History across The EYFS, Key Stage 1 and Key Stage 2 are:

To develop an intrinsic interest in History and finding out about the past and how it has affected the present.

EYFS

- To develop an awareness of what the past and present is and how their lives and their families and people in society fit in to it.
- To use a range of texts to help support discussions of comparisons.

KS1

- To understand what chronology is and how the people and events that they study will fit in to this.
- To study significant people and events that have impacted our lives.
- To compare different periods of time, including their local area.
- To understand a wide range of historical vocabulary.
- To develop an understanding of how we find out about the past, and use a range of sources to discover this, discussing their reliability.

KS2

- To develop a chronological understanding of Britain and to be aware the influences upon this.
- To understand and gain knowledge of the significant aspects of the History of the wider world
- To provide a good understanding of key historical vocabulary and terms.
- To develop the key concepts of time/chronology; cause/consequence; continuity/change; similarity/difference.
- To provide a basis for children to create key pieces of work to share their ideas and understanding.
- To consider different historical sources and their relevance in finding out about the past.
- To consider different contexts of history, including local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.

Skills

Throughout their time at The Canons, children should be encouraged to recognise connections and contrasts over time and do this using key and **age appropriate historical vocabulary**. They should also be encouraged to **ask** and **answer** historical questions about change, cause, similarity, difference and significance.

Children should learn to recognise the **significance and reliability of a variety of sources** and use what they learn to help them to answer questions about the past and **construct their own opinions**.

In KS1 and KS2 the children should be taught how to **gather their own information using research from a variety of sources** including appropriate non-fiction books and relevant websites. Other sources of information could be; internet, pictures, videos, photographs, music, artefacts, historical buildings and visits to historical places as well as from specialist speakers.

Teaching and Learning Strategies

EYFS

In The EYFS, History is taught through real life experiences and celebrations, where children are engaged using picture stimuli, a range of texts, visits and trips, role play and small world activities as well as class discussions.

KS1

Throughout KS1, significant people and events in History should be explored and the children should learn where these people and events fit on a chronological timeline. Pupils should be given opportunities for group and independent research using a variety of sources, and should be allowed time to use this research to develop their own opinions and construct answers to key questions. They should be given time for discussion, questioning, as well as independent work showing what they have learnt in a variety of ways.

KS2

Periods and events in history should be taught, as far as possible, in chronological order throughout the school. Pupils should be given regular opportunities for independent research using a variety of sources (as listed above) and should be allowed time to use this research to develop their own opinions and construct well thought out answers to key questions. They should also be given opportunities to work independently, in pairs and in small groups throughout topics to allow time for discussion and questioning but also for recording key information and showing what they have learnt in a variety of ways.

Planning

When completing medium term plans, teachers should consider the following to ensure sufficient coverage across all year groups and key stages. This is to ensure the topic is covered in depth and key questions are able to be answered. It is important that these topics are as enjoyable for the pupils (and teachers!) as possible:

- Structure a series of lessons relevant to the wider school life and community.
- Ensure lessons show good progression.
- Understand why the topic/lessons have been placed where they are in the long term plan.
- Stimulate curiosity – e.g. use a primary or secondary source as a starting point.
- Compare the past to the present – similarities and differences, how has the past affected our present?
- Think about the period of time in relation to other periods of time (use of a chronological timeline)
- Use a range of sources and experiences to find out about the past – books, the internet, artefacts, visits etc.
- Encourage children to raise questions as well as being given the time to answer them for themselves if appropriate – e.g. use of iPad or computer within classrooms
- Make links with the local community
- Link to work being completed in other subjects - e.g. Geography (map work) or Literacy (text being used)
- Develop skills and understanding as well as key knowledge.
- Planning suitable educational visits/events to enhance experiences.
- At the end of each topic, create a knowledge organiser to help children to remember what they have learnt and when.

Monitoring and Evaluation

History will be monitored across the school through lesson observations, pupil voice, work sampling, discussions with teachers, as well as monitoring long and medium term plans. The History team will then review findings to check that the coverage is sufficient and that the aims of the History Policy are being met.

Adapted Learning

Although we adopt the 'challenge for all approach', adapted learning is still key to ensure progression in History. Questioning (verbally and through marking) should be evident to challenge more able pupils as much as possible within all lessons. Pupils with SEND are supported through scaffolding, group/partner work, adapted learning and adult support.

Coverage

EYFS

- Talk about past and present events in their own lives and in the lives of family members and other members in society.
- Compare and contrast characters from stories, including figures from the past.

KS1

Pupils will study:

- Changes within their living memory, these should be used to reveal aspects of change in national life.
- Changes beyond their living memory, events that are significant nationally or globally.
- The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods.
- Significant historical events, people and places in their own locality.

KS2

Across the school, specific topics will be taught chronologically (as stated in the National Curriculum).

Assessment

History will be assessed using both formative and summative assessment. Children will complete a pre and post assessment in each History module that they complete. Post assessment questions can be used through a range of retrieval questions and activities. All of this assessment is then used to create a simple matrix at the end of each unit of History taught. Learning ladders are used to ensure curriculum coverage and progression. At the end of some lessons, learning sentences may be completed that link to the Big Question for that lesson. Marking will be linked to the LI (skills) and BQ (knowledge) and may also extend children's thinking using gap tasks.