



HAZEL LEYS ACADEMY

'Be Inspired'

'Placing our pupils at the heart of everything we do'

History Policy

INTRODUCTION

The National Curriculum order for history describes what must be taught in each key stage.

This policy follows a whole school format and rationale.

Why do we teach history?

At Hazel Leys Primary Academy, the idea that history is an important and relevant subject resonates with us.

'Pupils need to know that events in the past are connected to related events at the time and have a legacy, often lasting until today. This means thinking about the history curriculum planning as less of a stage set on which certain things happened and more of a chapter in the story which involves us all, up until today.' Mary Myatt

We believe that high quality history education will help pupils gain a coherent knowledge of Britain's past and that of the wider world as well as identify key points that are relevant to the development of their own culture and identity. History helps pupils to understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time.

Curriculum Impact:

What will this look like?

Our children should be equipped to ask perceptive questions and develop their enquiry skills i.e., to think critically, weigh evidence, sift evidence and develop perspective and judgements. They should also leave our school with a learned chronology of events from British history and the wider world.

2. RATIONALE

All school policies form a corporate, public and accountable statement of intent. As a primary school it is very important to create an agreed whole school approach of which staff, children, parents, governors and other agencies have a clear understanding. This policy is the formal statement of intent for history. It reflects the essential part that history plays in the education of our pupils. It is important that a positive attitude towards history is encouraged amongst all our pupils in order to foster self-confidence and a sense of achievement. The policy also facilitates how we, as a school, meet the legal requirements of recent Education Acts and National Curriculum Requirements.

3. EQUAL OPPORTUNITIES

We incorporate history into a range of cross-curricular subjects and seek to take advantage of multicultural aspects of history e.g. the development of our number system and comparison of different cultures. The curriculum also provides the chance to challenge stereotypes of race and gender. All children have equal access to the curriculum. This is monitored by analysing pupil performance throughout the school to ensure that there is no disparity between groups.

4. PRINCIPLES

The principles of Hazel Leys Academy for history are:

- policy and provision are evaluated and reviewed regularly
- resources of time, people and equipment are planned, budgeted for and detailed when appropriate.
- cross curricular links will be highlighted where appropriate
- it is the right of all children to achieve well at history
- planning of history using unit plans based on advice from subject specific associations and literature ensures continuity and progression across all year groups and key stages.

5. AIMS

5.1 General

Curriculum Intent:

Why do we teach this? Why do we teach it in the way we do?

Topics are informed by the national curriculum and subject associations such as The History Association and are sensitive to children’s interests, as well as the context of the local area. The history curriculum at Hazel Leys Primary Academy is carefully planned and structured to ensure that current learning is linked to previous learning and that the school’s approaches are informed by current pedagogy. In line with the national curriculum 2014, the curriculum at Hazel Leys aims to ensure that all pupils:

- Gain a coherent knowledge and understanding of Britain’s past and that of the wider world which helps to stimulate pupils’ curiosity to know more about the past;
- Are encouraged to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement;
- Begin to understand the complexity of people’s lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time.

The history curriculum at Hazel Leys Primary Academy draws from and makes full use of the immediate and wider local area, enabling children to develop a deep understanding of the rich history of their locality.

5.2 Specific

We aim for all pupils to:

The key coherent and chronological knowledge of the history of Britain and the wider world is taught through the framework of three vertical concepts. These vertical concepts provide lens through which to study and contextualise history, as well as a gradual, deep understanding of complex, more abstract ideas:



‘Quest for knowledge’ - How do people understand the world around them? What is believed; what is known; and what scientific and technological advances are made at the time? Why do people seek to rationalise?



‘Power, empire and democracy’ - Who holds power, and what does this mean for individuals at different levels of society? How is this power legitimised? How are people’s rights different in different political contexts?



‘Community, family and culture’ – What is life like for people in different societies? How are these societies structured? How are family or community relationships different at different times and in different places? How is their culture the same or different to those of other societies we have learned about?

6. PROVISION

Curriculum Implementation:

What do we teach? What does this look like?

Our whole curriculum is shaped by our school vision which aims to enable all children to develop their individual talents, realise their potential and aspire to become the very best they can be, regardless of background and ability.

There is no single lesson format at Hazel Leys, teachers use their professional judgement to decide the most appropriate format for teaching based on the concept being taught and what their assessment tells them about their learners.

History lessons should be taught with our ethos in mind; inspire wonder and intellectual curiosity. Therefore, content should be delivered in a way that children are left wanting to know more about the past. Therefore, some topics will be introduced with an exciting ‘hook’ day which could be a field trip, sampling foods, or a role-play day, to get the children excited and enthused about their new learning.

Pupils engage in:

- learning through story and role-play
- following historical lines of enquiry using authentic source materials including artefacts
- developing a chronological sense of time including in relation to other era’s/people studied
- comparison of cultures and beliefs of a range of civilisations, societies and individuals
- remembering information about the past in terms of people, events, dates, states of affairs and places (substantive knowledge).
- learn about how historians study the past and how they construct their accounts of the past. (disciplinary knowledge), including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed
- learning how experts build and test new claims in the subject through judgement making, argument, open ended challenges, subject specific thinking and problem solving

At Hazel Leys Academy we recognise the importance of understanding the underpinning concepts and disciplinary knowledge that are needed for all children to be successful in history. As such children will be taught to:

- understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance and use them to make connections, draw contrasts, analyse trends, frame historically valid questions and create their own structured accounts, including written narratives and analyses
- develop their understanding of concepts such as 'invasion', 'civilisation' and 'empire' through meaningful examples and repeated exposures in a range of historical contexts

These are arranged through our vertical concepts (see page 3).

7. ORGANISATION OF TEACHING AND LEARNING

The Early Learning Goals 2020 have been adopted for children at the foundation stage using topics and children's own interests. They begin to make sense of their own family through talking about photos and memories and by encouraging children to retell what their parents told them about their life-story and family. They go onto commenting on images of familiar situations in the past as well as comparing and contrasting characters from stories, including figures from the past (Development Matters).

In KS1 and KS2 the history overview demonstrates the history content of topics and when these are to be taught. Subject overviews provide the substantive and disciplinary knowledge to be learned as well as key questions for enquiry. Vertical concepts (see page 3) are revisited throughout our history learning, providing a consistent context that allows pupils to situate new knowledge in their wider historical understanding and revisit key themes throughout our history to help them better understand the world in which they live.

There is also strong emphasis on the development of historical vocabulary. Key words are displayed on working walls and teachers ensure that they model the correct use of historical words. Teachers value pupils' oral contributions and create an ethos in which all children feel they can contribute. Activities are planned to encourage the full and active participation of all pupils and teachers differentiate tasks via scaffolding and questioning in order to meet the needs of all abilities.

8. Working with parents

When guidance by Public Health England allows, at Hazel Leys Academy we encourage parents to be involved by:

- Visiting them into school twice yearly to discuss the progress of their child
- Inviting parents into school in the summer term to discuss the yearly report
- Inviting parents to curriculum evenings or circulating information via newsletters when significant changes have been/are made to the history curriculum
- Inviting parents to view the history work of children, either through role-play day, 'museum' or talk given by pupils.