



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?

We aim for our children to know and remember more throughout their history journey. We aim to equip them 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.

Outcomes in History and English books evidence a broad and balanced history curriculum and demonstrate the children's acquisition of identified key knowledge. Emphasis is placed on analytical thinking and questioning which helps pupils gain a coherent knowledge and understanding of Britain's past and that of the wider world and are curious to know more about the past. Through this study pupils learn to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. Regular experience days, visitors into school and trips outside of school provide further relevant and contextual learning, engaging member of the community in children's learning and providing positive role models from the community for children to learn from.

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

5. AIMS

5.1 General

Curriculum Intent:

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

The choice of History units is informed by the national curriculum 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 develop questioning **skills**, 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 **cultures**, and relationships between different groups, as well as their own identity and **aspirations**, and the challenges of their time.

6. PROVISION

Curriculum Implementation:

What do we teach? What does this look like?

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

History is taught in blocks throughout the year, so that children achieve depth in their learning. The key knowledge and skills of each topic have been identified and consideration has been given

to ensure progression across topics throughout each year group across the school. At the beginning of each topic, children revisit what they know already as well as what they would like to find out. This informs the programme of study and also ensures that lessons are relevant and take account of children's different starting points.

By the end of year 6, children will have a chronological understanding of British history from the Stone Age to the present day. They are able to draw comparisons and make connections between different time periods and their own lives. Interlinked with this are studies of world history, such as the ancient civilisations of Greece, Ancient Egypt and the Mayans.

Cross curricular outcomes in history are specifically planned for, with strong links between the history curriculum and English lessons enabling further contextual learning. Planning is informed by and aligned with the national curriculum. Within our knowledge-rich approach, there is a strong emphasis on people and how lives have changed over time to enable us to have the society we have today.

The Early Years Foundation Stage (EYFS) follows the 'Development Matters in the EYFS' guidance which aims for all children in reception to have an 'Understanding of the World; people and communities, the world and technology' by the end of the academic year.

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. History lessons should be taught with our ethos in mind; inspire wonder and intellectual curiosity. We teach the National Curriculum through our chosen periods of History.

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.

The HLA History Journey – Long Term Plan document demonstrates the history content of topics and when these are to be taught. Unit planners provide the substantive and disciplinary knowledge to be learned as well as key questions for enquiry. Vertical concepts 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.

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.

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:

- Inviting 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