

UPLANDS JUNIOR SCHOOL

HISTORY POLICY 2023

Intent

At Uplands we believe that high-quality history lessons inspire children to want to know more about the past and to think and act as historians.

By linking learning to a range of topics, including Ancient Egyptians and Greeks, Romans, Stone Age, WW2, Anglo Saxons, Vikings and the 1960's Youth Culture.

Children have opportunities to investigate and interpret the past, understand chronology, build an overview of Britain's past as well as that of the wider world, and to be able to communicate historically.

We develop children with the following essential characteristics to help them become historians:

- * An excellent knowledge and understanding of people, events and contexts from a range of historical periods, including significant events in Britain's past,
- * The ability to think critically about history and communicate ideas confidently to a range of audiences,
- * The ability to support, evaluate and challenge their own and others' views using historical evidence from a range of sources,
- * The ability to think, reflect, debate, discuss and evaluate the past by formulating and refining questions and lines of enquiry,
- * A respect for historical evidence and the ability to make critical use of it to support their learning
- * A desire to embrace challenging activities, including opportunities to undertake high-quality research across a range of history topics,
- * A developing sense of curiosity about the past and how and why people interpret the past in different ways.

Our school policies reflect commitment to an inclusive, creative and exciting curriculum, based around high quality teaching and learning. As part of our goal to become a 'Rights-respecting School and further embed the 'Respect for All' ethos in school we acknowledge the following Articles:

Article 12 - Children have the right to give their opinion on these topics and have the right for adults to listen to them and take them seriously. E.g. express opinions about historical events (Roman invasion)

Article 19 - Children have the right to be protected from being hurt and mistreated, in body or in mind. E.g. evacuees in WW2

Article 27 - Every child has the right to a standard of living that is good enough to meet their physical and social needs and support their development. Governments must help families who cannot afford to provide this. E.g. standards of living for children in the past (Egyptian children)

Article 29 - Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures, and the environment. E.g. studying the history of human rights in other countries (Ancient Greeks)

Article 39 - Children who have experienced neglect, abuse, exploitation, torture or who are victims of war must receive special support to help them recover their health, dignity, self-respect and social life. E.g. Victims of war (WW2)

A high-quality history education will help pupils gain a coherent knowledge and understanding of Britain's past and that of the wider world. It should inspire pupils' interest and curiosity to know more about the past and through this they develop a sense of identity and a cultural understanding based on their historical heritage. Teaching should equip pupils to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement.

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. Therefore, learning to value their own and other people's cultures in modern multicultural Britain and, by considering how people lived in the past, they are better able to make their own life choices today.

In our school, history makes a significant contribution to citizenship education by teaching about how Britain developed as a democratic society. We teach children to understand how events in the past have influenced our lives today; we also teach them to investigate these past events and, by so doing, to develop the skills of enquiry, analysis, interpretation and problem-solving.

Key Stage 2 is based on the updated 2014 History Curriculum and will focus on the teaching of British, local and world history. We also follow the six disciplinary areas of history. Our aims are:

- To foster in children an interest in the past and to develop an understanding that enables them to enjoy all that history has to offer.
 - To enable children to know about significant events in British history and to appreciate how things have changed over time,
 - To develop a sense of chronology,
 - To know and understand how the British system of democratic government has developed and, in so doing, to contribute to a child's citizenship education,
 - To understand how Britain is part of a wider European culture and to study some aspects of European history, including democracy,

- To have some knowledge and understanding of historical development in the wider world,
- To help children understand society and their place within it, so that they develop a sense of their cultural heritage,
- To develop in children the skills of enquiry, investigation, analysis, evaluation and presentation.

Implementation

We use the 2014 History Programme of Study for history as the basis for our curriculum planning in history, but we have adapted this to the local context by building on the successful units of work already in place. We ensure that there are opportunities for children of all abilities to develop their skills and knowledge in each unit and we built planned progression into the scheme of work so that the children are increasingly challenged as they move up through the school.

We teach history throughout topic-based curriculum. Uplands focuses on the six disciplinary areas of history (Significant Six):

Cause and Consequence
 Change and Continuity
 Similarity and Difference
 Historical Significance
 Sources and Evidence
 Historical Interpretations

Substantive knowledge (facts) are taught through the above 'Significant Six' areas with a focus on not just being able to recall substantive knowledge but to also use the skills of the disciplinary areas, thus promoting the children to, 'Think like a Historian.'

We organise a number of visits to sites of interest and have a wide range of historical artefacts that we use with the children as well as organised visits within school. Pupils will continue to develop a chronologically secure knowledge and understanding of British, local and world history.

The children's understanding and knowledge of historical facts will be broadened through the teaching of the following key elements:

- chronology
- interpretation of history
- historical enquiry
- organisation and communication
- range and depth

Key Stage 2 teaching units:

- Ancient Egypt,
- The Greeks,
- The Roman Empire,
- Stone Age to Iron Age,
- The Anglo-Saxons,
- The Vikings,
- WWII
- The Mayan Civilisation
- Swinging Sixties
- A local study being the growth of Wolverhampton

Short term plans have been developed for each year group, and teachers annotate these and amend as necessary each year.

In lessons a variety of approaches will be used to ensure continuity and progression including prior learning revision. Each year, children revisit prior historical knowledge and skills taught in the previous year group history topic (Year 3 focus on KS1 learning). Retrieval practice consists of strategies that require students to retrieve material previously learned from their long-term memory. It is believed to be effective in helping pupils consolidate material they have learned and to be more effective than simply re-reading material.

When and where appropriate, opportunities will be encouraged to promote historical learning across the curriculum. This could be through links with:

- English - report writing, persuasive writing, speaking & listening, drama activities etc
- RE - telling stories etc
- Geography - map drawing, changing settlements etc
- ICT - using research tools to enhance their skills in using the Internet
- PSHE- discovering how to be active citizens in a democratic society by learning how laws are made and changed, and they learn how to recognise and challenge stereotypes and to appreciate that racism is a harmful aspect of society. Learn how society is made up of people from different cultures and developing tolerance and respect for others.

Impact

Assessment will initially come from questioning in class and marking of History books. We assess children's work in history by making informal judgements as we observe them during each history lesson. On completion of a piece of work, the teacher marks the work and comments as necessary.

Children are teacher assessed at the end of each topic of work according to key learning objectives and skills. A grade of: working towards, working at or working beyond age related expectations is given. Assessments are recorded by the class teacher and monitored by the history co-ordinator.

The subject leader works alongside the SLT to monitor standards of teaching and learning. The work of the history subject leader also involves supporting colleagues in the teaching of history, being informed about current developments in the subject, and providing a strategic lead and direction for the subject in the school.

Review date: 23/11/23

Next review: November 2025