



Hampton Hargate Primary School

History

Date: SPRING 2024
Review date: SPRING 2026

Hampton Hargate Primary School believes that all children, regardless of ability and behaviour are valued equally. Groups of pupils (eg. SEND pupils, children in care, EAL pupils etc) are not viewed as separate but are part of the whole school approach. As a Dyslexia Friendly School, we understand the importance of pupils acquiring literacy and numeracy whilst promoting a broad and balanced curriculum, accessible to all. We recognise that different children's needs are met through varied and flexible provision and the use of different styles of teaching & learning throughout the curriculum. Every Child Matters (ECM) is an important part of the school ethos and we encourage all staff, governors, visitors, helpers etc to play their part in promoting this. This policy therefore applies to all our children, regardless of their gender, faith, race, culture, family circumstances or sexuality.

This school is committed to safeguarding and promoting the welfare and safety of all children and expects all staff to share in this commitment. All staff must follow the guidelines set out in the relevant section of **myconcern®** which is available online.

Aims and Objectives

At Hampton Hargate Primary School we aim to stimulate and develop our children's interest and curiosity about the past, whether this is through a focus on ancient times or that of more modern history. We aim to develop a child's understanding of how the past links to our modern lives and how we are all part of a historical global community. We aim to develop a child's understanding of chronology, a curiosity in the development of technology and the subsequent effects on human development and social interaction. To develop a child's ability to ask questions, solve historical problems, and not be satisfied with a simple answer.

The aims of history in our school are:

To develop our children's interest and curiosity about the world around them, how societies developed and how the past can tell us about the future

To enable our children to develop their sense of chronology and how cause and effect has shaped their modern world

To teach our children the transferable skills of questioning, enquiry and evidence collection, analysis, evaluation, interpretation and presentation

To give our children the opportunities to investigate a range of first- and second-hand evidence and to develop their ability to deduce, infer and conclude

To help our children understand that there are gaps in our historical knowledge because we can never know everything about the past and why that is so

To give our children the opportunities to develop their understanding and use of language, vocabulary, knowledge and skills through enquiry and analysis

To teach our children about significant events from around the world including Britain and their importance on our modern lives

To develop our children's appreciation of how ideas and the objects we use have changed over time

To develop our children's understanding that there are different interpretations and viewpoints about the past and that these can change over time

To enable our children to develop their historical knowledge of the local, national and wider world

To help our children understand human society and their place within it, so that they develop a sense of their cultural heritage

Teaching and Learning Style

Throughout the school our history sessions encompass a wide variety of teachings styles and activities, matching the concept, issue or evidence to the most appropriate and

interesting approach. Discussion and exploring our ideas, is an important part of developing our children's understanding of the issues being investigated and aid their appreciation of different points of view. Investigating artefacts with a variety of first- and second-hand sources of information, emphasises the fact that history is real and open to all of us. Timelines, research and comprehension questions focus our understanding on specific detail and explanations. We thoroughly enjoy inviting specialists into our school on our 'Wow Days' to make history come alive and to tell us all those gory details! We also thoroughly enjoy visiting historical places where we can see, hear and feel history in front of us. Role play, such as 'hot seating', enables us to explore different characters and situations in history, whilst planning and taking part in debates helps us to explore different issues and questions of the time. Stories provide: a wealth of historical detail delivered in an enjoyable way and a valuable stimulant capture the children's imagination and love of history.

We recognise that there is a wide range of ability across the year groups and classes the above styles allow us to provide appropriate learning opportunities by matching the challenges of the task to the ability of the child.

History Curriculum Planning

Our history curriculum planning is based on the National Curriculum and school review in 2019. The programmes of study have been apportioned to appropriate year groups to ensure progression in chronological understanding, enquiry skills and knowledge so that the children are increasingly challenged as they move up through the school. These units are then discussed within year teams to develop a more creative curriculum and links between different subject areas.

We carry out planning in history in three phases (long-term, medium-term and short-term). The long-term plan maps out the overview of historical topics studied in each term during KS1 and KS2. The medium-term planning, maps out the areas of study to be completed within the term, stating the concepts, issues and activities to be covered. Our short-term planning concentrates on the delivery of the lesson. Across the school British History is planned in chronological order, all other topics are allocated to certain year groups depending on aspects covered.

Impact

To gauge the impact of the history curriculum in our school, end of unit assessments are carried out. Questions and statements are designed to encourage children to relay their substantive knowledge whilst also engaging with the disciplinary skills that they have encountered and developed e.g. they may be asked to create arguments around significance and interpretation, continuity and change and cause and effect.

Assessments for history are not conducted as 'tests' where children are given a set amount of time, working in silence to regurgitate everything they know about the current study. These assessments are discussed as a class and children are allowed to reference

their work, just as historians themselves do. By doing this, the children can see how historians actually work and this helps encourage those children who struggle to retain information over the long term. The assessment activities can be recorded in a number of different ways. Teachers can then use these assessments to clearly identify which substantive knowledge has been secured and which has not, as well as which disciplinary skills are secure.

When carried out successfully, our curriculum will enable children to begin tackling an even broader range of historical studies through the lens of history as a discipline and not just a series of disconnected people, places, events and facts. Children will be able to contextualise new information as the core concepts as laid out in the National Curriculum such as society, empire, trade etc. will have been explored in both general and specific senses, creating historians who can interpret a variety of historical people, places and events.

Early Years Foundation Stage

History in our reception classes is taught as an integral part of their learning goals, especially Knowledge of the World. Even at this early stage of education history makes a significant contribution to developing a child's knowledge and understanding of the world through discussions about: time and chronology e.g. yesterday, today, tomorrow, school timetables and routines, recalling significant events in their lives and celebrating a variety of festivals throughout the year.

The Contribution of History to Other Subjects

English

History contributes significantly to the development of English within our school. Historical stories provide a stimulant for further guided and independent reading, research and give opportunities for writing narratives, poetry and comprehension activities. Historical stories and discussions promote speaking and listening skills, the ability to present a point of view and argue their case. Reports, recounts, letters and diary entries are also based on historical events and visits. Dramatic opportunities through drama role-play and 'hot-seating', help the children with questioning, and exploring and understanding specific issues.

Mathematics

History contributes to developing our children's mathematical skills in several ways by: developing their understanding and use of number through chronology and time lines, finding out how old somebody was, how long between a given pair of dates, how long an activity, e.g. the use of a tool lasted for. The study of dimensions, weights and measures enables our children to achieve a better understanding of scale. We enable our children to interpret and present information in a graphical or diagrammatic form.

Computing

Computing is used in a variety of ways where appropriate. The children enhance their research skills with their use of the internet and develop their use and understanding of data handling. Through the use of historical websites, the children are able to be thrown into a 3D virtual world in certain historical times.

Personal, Social, Communication and Health Education and Citizenship

Through questioning, discussion and being given opportunities to explain their views on social and historical questions, our children develop their self-confidence and a feeling of self-worth. Our children learn how different societies have been and are made up of people from different cultures and start to develop tolerance and respect for others. They discover how to become active citizens in a democratic society by learning how laws and social systems are developed and change over time and how to challenge stereotypical view-points.

Teaching History to Children with Special Educational Needs

History forms part of the school policy to provide a broad and balanced curriculum for all. Throughout our history teaching we provide support that matches our children's individual needs through classroom intervention, adapted resources and altered expected outcomes.

We enable pupils to have access to the full range of activities involved in learning history. Where children are to participate in activities outside the classroom, we carry out a risk assessment prior to the activity, to ensure that the activity is safe and appropriate for all pupils.

Resources

Resources are kept in both a central storage area in labelled unit storage boxes and in classrooms. Through the history budget appropriate resources are bought. Resources are checked regularly and year groups are asked to report any breakages to the History Co-ordinators for them to be replaced and for them to inform the co-ordinators of any specific resources they will require. The library contains topic books to support children's individual research.

Resources should support learning objectives, be appropriate for age, Key Stage and topic, and be as wide ranging as possible, e.g.:

- ✓ audio tape / DVD/video / TV programmes
- ✓ interactive apps and interactive whiteboards
- ✓ Internet / Schemes of work
- ✓ photographs

- ✓ databases
- ✓ work before, during and after school trips
- ✓ interviews
- ✓ role play / drama / performances from outside agencies
- ✓ dance / music
- ✓ maps, archives, newspapers and journals
- ✓ links with parents and the wider community
- ✓ fiction and non-fiction books
- ✓ food
- ✓ artefacts and clothing
- ✓ DT and artwork

Marking and Feedback of History Work

KS1: Praise is given 1:1 and /or exemplar work shared with the class. Dates should be written on to track progress. Dated stickers should be used in books to explain photographs of: children working, group discussion sheets, outside learning activities, hot seating, role-play, visits and visitors. Short comments are written on each piece of work with a stamp or sticker.

KS2: Praise is given 1:1 and / or exemplar work shared with the class. Children should write the date and the learning intention on the top of their work. Dated stickers and or photograph sheets should be used in books to explain pictures of: children working, group discussion sheets, outside learning activities, hot seating, role-play, visits and visitors. A further short comment may be added by hand beneath the stickers to record how the child succeeded in the activity. Other written work and diagrams should be given a short comment on the child's achievement of the success criteria and the next steps for further progress where appropriate.

Assessment and Recording

In history we assess children's work and progress from ongoing informal judgements as we observe a variety of activities within the unit of work, in addition to individual, group and class discussions with the teacher. Assessment data should be input on Insight and examples of children's work at above/expected/below/SEND sent to the History leaders.

The subject leaders will keep and update a portfolio to showcase our activities and events alongside a 'Folder of Excellence' to showcase our achievements.

Monitoring and Review

Monitoring the standards of children's work and of the quality of teaching in history is the responsibility of the history subject leaders. The work of the history subject leaders also involves supporting colleagues in the teaching of history. The history subject leaders has specially-allocated time in which to fulfil this role by reviewing samples of children's work, monitoring planning from all year groups and monitoring historical displays and carrying out selected classroom observations.

This policy will be reviewed in April 2026.