



Policy : History

Co-ordinator : J Whyte

Rationale

History is the study of past events and human affairs.

Through the study of Holley Park's History curriculum each pupil will be able to develop the skills, which enable him or her to interpret the world they inhabit.

Each pupil will be encouraged to investigate certain dates, situations, problems and issues generated by different periods of history. Such a study will aim to promote the personal interest and involvement of all pupils.

Key Stage 1 History

During Key Stage 1 pupils learn about people's lives and lifestyles. They find out about significant men, women, children and events from the recent and more distant past, including those from both Britain and the wider world. They listen and respond to stories and use sources of information to help them ask and answer questions. They learn how the past is different from the present.

Knowledge, skills and understanding

Chronological understanding

1. Pupils should be taught to:
 - a. place events and objects in chronological order
 - b. use common words and phrases relating to the passing of time (for example, before, after, a long time ago, past).

Knowledge and understanding of events, people and changes in the past

2. Pupils should be taught to:
 - a. recognise why people did things, why events happened and what happened as a result
 - b. identify differences between ways of life at different times.

Historical interpretation

3. Pupils should be taught to identify different ways in which the past is represented.

Historical enquiry

4. Pupils should be taught:

a. how to find out about the past from a range of sources of information (for example, stories, eye-witness accounts, pictures and photographs, artefacts, historic buildings and visits to museums, galleries and sites, the use of ICT-based sources) b. to ask and answer questions about the past.

Organisation and communication

5. Pupils should be taught to select from their knowledge of history and communicate it in a variety of ways (for example, talking, writing, using ICT).

Breadth of study

6. During the key stage, pupils should be taught the knowledge, skills and understanding through the following areas of study:

- a. changes in their own lives and the way of life of their family or others around them
- b. the way of life of people in the more distant past who lived in the local area or elsewhere in Britain
- c. the lives of significant men, women and children drawn from the history of Britain and the wider world.
- d. past events from the history of Britain and the wider world (for example, events such as the Gunpowder Plot, the Olympic Games, other events that are commemorated).

Knowledge, skills and understanding Key Stage 2

- **Chronological understanding**
- 1. Pupils should be taught to:
 - a. place events, people and changes into correct periods of time
 - b. use dates and vocabulary relating to the passing of time, including ancient, modern, BC, AD, century and decade.

- **Knowledge and understanding of events, people and changes in the past**
- 2. Pupils should be taught:
 - a. about characteristic features of the periods and societies studied, including the ideas, beliefs, attitudes and experiences of men, women and children in the past
 - b. about the social, cultural, religious and ethnic diversity of the societies studied, in
Britain and the wider world
 - c. to identify and describe reasons for, and results of, historical events, situations, and changes in the periods studied
 - d. to describe and make links between the main events, situations and changes within and across the different periods and societies studied.
- **Historical interpretation**
- 3. Pupils should be taught to recognise that the past is represented and interpreted in different ways, and to give reasons for this.
- **Historical enquiry**
- 4. Pupils should be taught:
 - a. how to find out about the events, people and changes studied from an appropriate range of sources of information, including ICT-based sources (for example, documents, printed sources, CD-ROMS, databases, pictures and photographs, music, artefacts, historic buildings and visits to museums, galleries and sites)
 - b. to ask and answer questions, and to select and record information relevant to the focus of the enquiry.
- **Organisation and communication**
- 5. Pupils should be taught to:
 - a. recall, select and organise historical information
 - b. use dates and historical vocabulary to describe the periods studied
 - c. communicate their knowledge and understanding of history in a variety of ways (for example, drawing, writing, by using ICT).

Guidelines

History will be taught through a variety of classroom practices, encompassing individual and group work, discussion and role-play.

Planning is done using the Creative Curriculum planning grids with History being taught as a topic over a period of time.

Planning for the subject is done using the Creative Curriculum planning sheets. The planning sheets identify the main objective for the lesson, content of the lesson, any key questions and ways to support both more and less able children.

Key Skills are identified as part of the planning process.

Assessment

History is regularly assessed using the ' Focus for assessment ' targets for History.

Individual children's achievements are assessed and dated.

Review and Monitoring

The subject leader will be responsible for the review and monitoring of the subject through looking at children's work, planning, talking to staff and through history curriculum week.

Subject Leader - Justine Whyte