



COLTISHALL PRIMARY SCHOOL

History POLICY

Document history:

Date	Reason for Change	By
20/4/2022	New policy in line with updated curriculum	Staff

History Policy

At Coltishall Primary School, we intend to develop both children's wider understanding of their place in the world and the critical and analytical skills that are applied to History. We aim to give children a deeper understanding of British and global history alongside with the tools they need to explore for themselves. We base our history curriculum on inquiry based questions, using specific geographical and chronological points to explore wider themes and concepts associated with a period.

Aims

- To give children a deeper understanding and awareness of both British and global history.
- To provide children with the critical and analytical skills that are required for both history and in a wider context in the curriculum
- To embed a diverse range of voices and perspectives into our history curriculum
- To enable children to ask and pursue significant questions in History
- To use specific and relevant examples to explore wider themes and concepts in History
- To provide valuable experiences that build on children's historical understanding

Coverage

History at Coltishall builds on children's knowledge as well as their skills as they progress through the school. Beginning with concepts based on their own experiences and understanding in History, we develop children's knowledge along not only chronological lines, but also following themes of movement and migration, technological change and daily life. The skills involved move from allowing the children to use an inquiry question as a vehicle to explore history, to using this question to build on their prior knowledge, to eventually asking their own questions of historical importance.

We achieve this through a range of strategies including:

Inquiry questions

drama activities and role play

open ended projects and presentations

Child-led and goal orientated research projects

The history curriculum is based on inquiry based learning questions that reflect the different concepts and themes. Staff are encouraged to use these questions as the basis for their assessment of a student's understanding and as a vehicle to explore various themes in the period or topic.

Year Group	Local History	British History	Global History
1	Are super heroes real? Edith Cavell & Hospitals	Are our toys different to our parents and grandparents toys? Toys through time	Would we like to go to the moon? Space race
2	Why does Norwich have a Castle and How has it changed over time? Norwich Castle	How did London change during as a result of the fire of London? Great fire of London (events beyond living memory)	Should we call Grace O'malley a Pirate? Grace O'malley
3	In what ways are the Rivers and Broads important? The Broads	What period would you most like to live in? Stone Age	How true is the quote "Egypt is the gift of the Nile"? Egyptians
4	How has Great Yarmouth Changed? Coastal Town	What was Britain like before and after the Romans came? Roman occupation	How did the Ancient Greeks Change history? Ancient Greece
5	What makes Norwich a Fine City? City Study	Is Village life in Coltsihall the same as life in an anglo-saxon village? Anglo Saxons	Why was Baghdad an important city in 900AD? Silk Road
6	Why do the Vikings have a bad reputation? Vikings	How did Britain and the Allie win the war? World war Two	

EYFS Curriculum

Whilst the EYFS curriculum does not explicitly have a historical aspect, it is fundamental in building pupils' understanding of the wider world and concepts around the past. At Coltsihall, much of the EYFS curriculum is child led, however the EYFS team ensures the foundations of a historical understanding is developed. This is covered in building their understanding of our community and the world in the wider world part of the curriculum, which includes religious stories and visits to and from members of the community . Chronology and ideas around the past are included in storytelling, observation of changes in seasons and sharing news and past experiences.

Monitoring and evaluation of History

The History lead Teacher or member of SLT is responsible for the overall monitoring of the quality of computing provision. We monitor History in the curriculum through subject reviews and self-evaluation in order to provide an accurate perspective on how it is being delivered and how it can be further improved.

History is monitored and evaluated through:

- Lesson observations
- Monitoring of lesson planning
- Feedback from staff
- Quizzing and retrieval exercises
- Pupil records of participation
- “End result” of projects and challenges set in the classroom

Resources

At coltishall we aim to make history a tangible and physical part of the curriculum. We are looking to develop the use of primary and secondary sources, including the use of digital and physical artefacts, expert visits and school trips. These will use to enable children to apply their critical skills when evaluating evidence.

There are a wide variety of books available on both the subjects covered in history as well as from many other periods. These are used both in class as directed study as well as accessed by the pupils themselves as part of their wider reading. Pupils are encouraged to bring their own understanding of the past into the classroom, and these resources can contribute to this.

Finally, each class in KS2 has an allocation of either ipads or chromebooks, which are used for research tasks, accessing artefacts online as well as mapping and other related tasks. These provide opportunities for pupils to enhance their understanding of a topic and have discussions around the provenance of the primary and secondary resources they access. KS1 have access to ipads which involve more staff led activities around history.

History and the Coltishall offer

At Coltishall Children should be exposed to a diverse range of experiences when looking at history, to kindle a sense of wonder at the past, to explore different ideas and to reinforce history as a tangible and accessible subject. School trips to local landmarks and museums to complement the inquiry questions covered in the curriculum are part of this, as well as linking local studies to geography field trips. The use of experts and experience days are an area we will be developing as a school, building in concepts such as work with primary sources, role play and experimental archaeology.

History in the wider curriculum

History has traditionally formed the backbone of theme-based learning in the past, with much of the planning revolving around a historical theme. Whilst we now make clear distinctions between subjects when they are being studied, explicit links are often made between the other foundation subjects and historical knowledge covered as well as non-fiction writing in English.

The wider curriculum also acts as a way to introduce a wider range of historical voices and historical themes outside the main historical curriculum. This can be done through specialist themes and focuses such as pride week, or through class novels set in a historical setting. Despite not explicitly linking to the subjects covered, including these other historical themes in the curriculum fosters wider understanding of history as a whole.

Staff CPD and training

Staff are encouraged to develop their knowledge of history and its associated pedagogy. This can include period or subject specific training that has been completed by staff. In the near future we hope to continue with staff wide training on specific aspects of history. Two key areas to develop in staff training are the use of artefacts and primary and secondary resources.