



History Policy

Introduction

Our aim at Abbey Mead Primary Academy is to encourage pupils to develop an appreciation and understanding of the past, evaluating a range of primary and secondary sources. Our historians will also be able to explain clearly how these sources give us an insight about how people around the world used to live and how these interpretations may differ. Pupils will be taught to make links between these areas of learning and migration with the aim of developing engaged, motivated and curious learners that can reflect on the past and make meaningful links to the present day. Migration is a key theme for us as a school as our children have either experienced migrating from another country themselves or have been born and raised in this country by families who immigrated to the UK many years ago. Most of our Abbey families have either migrated from India or were displaced from Uganda (Africa) in 1972 when Ugandan Asians were expelled from the country by President Idi Amin. A large influx of Ugandan Asians arrived and settled in Belgrave, Leicester. We also have a number of families that have migrated from countries in Europe. Chronological Understanding; Historical Understanding; Historical Enquiry; Interpretations of History; Organisation and Communication are all mapped out to ensure that pupils build on secure prior knowledge. Meaningful links with other subjects are made to strengthen connections and understanding for pupils. The History units taught have been developed to help children appreciate their own identity and the challenges in their time. It will help them understand the process of change over time and significant developments

At Abbey Mead Primary Academy, we are committed to providing all children with learning opportunities to engage in history. This policy gives guidance on planning, teaching and assessment.

History is about real people who lived, and real events which happened in the past. History is concerned with sequence, time and chronology and is the study of evidence about the past; it gives us a sense of identity, set within our social, political, cultural and economic relationships. History fires the children's curiosity about the past in Britain and the wider world and plays an essential part in preparing us for living and working in the contemporary world. Pupils consider how the past influences the present, what past societies were like, how these societies organised their politics, and what beliefs and cultures influenced people's actions. As they do this, children develop a chronological framework for their knowledge of significant events and people. They see the diversity of human experience and understand more about themselves as individuals and members of society. What they learn can influence their decisions about personal choices, attitudes and values.

Aims

The aims of history are:

- To instil in the children a curiosity and understanding of events, places and people in a variety of times and environments.
- To develop an interest in the past and an appreciation of human achievements and aspirations
- To understand the values of our society
- To learn about the major issues and events in the history of our own country and of the world and how these events may have influenced one another
- To develop a knowledge of chronology within which the children can organise their understanding of the past
- To understand how the past was different from the present and that people of other times and places may have had different values and attitudes from ours
- To understand the nature of evidence by emphasising the process of enquiry and by developing the range of skills required to interpret primary and secondary source materials
- To distinguish between historical facts and the interpretation of those facts
- To understand that events have a multiplicity of causes and that historical explanation is provisional, debatable and sometimes controversial

Migration

Children at Abbey Mead have either experienced migrating from another country themselves or have been born and raised in this country by families who immigrated to the UK many years ago. Most of our Abbey families have either migrated from India or were displaced from Uganda (Africa) in 1972 when Ugandan Asians were expelled from the country by President Idi Amin. A large influx of Ugandan Asians arrived and settled in Belgrave, Leicester. We also have a number of families that have migrated from countries in Europe.

Economic and labour market factors are a major driver of international migration and work is currently the main reason for migration to the UK.

Early Years

History is taught in Reception as an integral part of the topic work through child-initiated and adult led activities. The children are given the opportunity to find out about past and present events in their own lives, and those of their families and other people they know. In the Foundation stage history makes a significant contribution to developing a child's understanding of the world through activities such as looking at pictures of famous people in history or discovering the meaning of new and old in relation to their own lives.

Key Stage 1

Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. They should use a wide vocabulary of everyday historical terms. They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. They should understand some of the ways in which we find out about the past and identify different ways in which it is represented

Key Stage 2

Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources.

Teaching and Learning

The school uses a variety of teaching and learning styles in history lessons. Our principal aim is to develop the children's knowledge, skills and understanding in history and we use a variety of teaching and learning styles in our history lessons. Our aim through History is to give all children the following experiences:

- They have access to, and can handle artefacts
- They go on visits to museums and places of interest
- They have access to secondary sources such as books and photographs
- Visitors talk about personal experiences of the past
- They listen to and interact with stories from the past
- They are shown, or use independently, resources from the internet and videos
- They are able to use non-fiction books for research
- They are provided with opportunities to work independently or collaboratively, to ask as well as answer historical questions.

Planning and Assessment

At Abbey Mead Primary Academy, History is taught through a topic approach alongside Design & Technology, Geography and Art. Our Curriculum is carefully planned to ensure that all objectives are covered through the year and builds on our progressive curriculum.

Our unit plans for each topic area map out the themes covered each term for each key stage. These plans define what we will teach and ensure an appropriate balance and distribution of work across each term. Our unit plans also build in assessment for each of the objectives. Assessment takes place through our feedback and marking.

Children are monitored on a regular basis to check progress. We strive for pupils to take responsibility for their own and their peers learning and assessment. The children are regularly encouraged to peer mark and give feedback on each other's work in a positive and constructive way. They are given appropriate support and phrases to do this to ensure that they are made aware of their progress and strengths.

Monitoring

Monitoring takes place regularly through sampling children's work, and teacher planning, through a book scrutiny and lesson observations.