

History Policy



We can and we will
GLEBE PRIMARY SCHOOL

History Policy

Mission Statement

At Glebe School, we believe in an ethos that values the whole child.

We strive to enable all children to achieve their full potential academically, socially and emotionally.

The Importance of History

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' curiosity to know more about the past. 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.

(History National Curriculum: Programmes of Study Key Stage 1 & 2 2013
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/239035/PRIMARY_national_curriculum_-_History.pdf)

Aims

In teaching history we aim to:

- Provide children with an experience of history which is both valid and stimulating;
- 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;
- Enable children to gain an understanding of the past, in relation to themselves, their families, their community and the wider world, as appropriate to their age, ability and aptitude;
- Encourage a lively and questioning approach to history, through use of a variety of resources, which will enable children to research and interpret history;
- Enable children to understand that the society in which they live has been shaped by past development and how they themselves fit into the pattern of past and present, in Britain and the wider world;

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- Enable children to know about significant events in British history, to appreciate how things have changed over time and understand how Britain has influenced the wider world;
- Develop, in children, the ability to communicate historical knowledge in oral, written and visual forms using appropriate vocabulary and techniques;
- Develop, in children, a sense of chronology in both British and world history;
- Know and understand how the British system of democratic government has developed and, in doing so, to contribute to a child's citizenship education;
- Develop, in children, the skills of enquiry, investigation, analysis, evaluation and presentation;
- Ask historical questions and for children to create their own structured accounts, including narratives and analysis;
- Gain and use historical vocabulary;
- Understand historical concepts such as continuity and change, cause and consequences and use them to make connections;
- Encourage the children to question the validity of sources and identify bias (KS2).

Planning

We carry out curriculum planning in history in three phases (long-term, medium-term and short-term). The long-term plan maps the history topics studied in each term during each Key Stage; the history subject leader decides this out in conjunction with teaching colleagues in each year group and the children study history topics in conjunction with other subjects, especially at Key Stage 1. We teach the knowledge, skills and understanding set out in the National Curriculum through the corresponding programme of study.

Teachers write medium term plans for each topic using the statements from the national curriculum and include key questions and then adjust this accordingly, in the short term, if needed as they progress through the term.

In KS2, each subject is taught for an afternoon, each fortnight to help the teachers and children to have a more of in depth look at the subject matter. Many of which follow a learning journey and also allow for student lead/inspired activities.

In KS1, each subject is taught weekly. The lessons are sequenced to show progression in skills and thinking.

In EYFS, topic lessons are taught in the afternoon, which, due to the timings of the school day, allow for extended lessons. Planning is driven by the children's interests and their views are sort before each topic is planned.

Planning also reflect trips booked by the teachers in advance which aim to support/inspire the children in their learning journey. These are not uniform across the school in terms of when they take place, they can happen at the beginning as a hook, part way through to continue the engagement or at the end to sum up and contextualised their learning.

Cross-curricular links with other subjects will reinforce and enhance history skills,

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e.g. using stories, reading reports, writing as a character from the past in English, interpreting data in maths, locating places in geography and listening to music from other ages. History will complement P.S.H.E and R.E.

Teaching and Learning Styles

History teaching focuses on enabling children to think as historians. We place an emphasis on examining historical artefacts and primary sources. In each Key Stage, we give children the opportunity to visit sites of historical significance. We encourage visitors to come into the school and talk about their experiences of events in the past. We recognise and value the importance of stories in history teaching and we regard this as an important way of stimulating interest in the past. We focus on helping children understand that historical events can be interpreted in different ways and that they should always ask searching questions, such as "how do we know?", about information they are given.

We strive to develop to develop children's enquiry skills through the use of questioning and by settling the children's tasks and exposing them to experiences which will help their information finding skills. Lessons may be taught as whole class sessions, group activities or individual tasks dependant on the structure of the class and content of the lesson.

A variety of approaches will be used to cater for different learning styles, visual, auditory and kinaesthetic. These will include:

- Stories
- Timelines
- Classroom displays
- Role play and drama
- Artwork/model making/craft work
- Use of photographs
- ICT
- Educational visits
- Discussions and Debates
- Take part in fieldwork, including visits to museums or historical sites

Values, Attitudes and Equal Opportunities

Pupils should learn to work with others, listen to each other's ideas and treat them with respect. They should have opportunities to consider their own attitudes and values and those of other people.

All pupils will have equal opportunities to reach their full potential across the history Curriculum and be given equal access irrespective of race, gender, cultural background, level of ability, or of any physical or sensory disability. Mutual respect and tolerance for all cultures will be promoted through the study of history.

Progression

Planning for history should ensure continuity and progression in the five key elements of chronological understanding, knowledge and understanding of events, enquiry, interpretations, organisation and communication. Teachers should refer to the school's progression documents and each year groups' knowledge organisers, to ensure that they are teaching the knowledge required for each unit of work and also that there is a progression of historical skills building from the year before.

Differentiation and Inclusion

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History forms part of the school's curriculum policy to provide a broad and balance education to all children. We provide learning opportunities matched to the needs of children with learning difficulties and we take into account the targets set for individual children in their Individual Education Plans Maps (IEPs).

Teachers take account of the three principles of inclusion that are set out in the National Curriculum:

- Setting suitable learning challenges;
- Responding to the diverse learning needs of pupils;
- Overcoming potential barriers to learning and assessment for individuals and groups of pupils.

We recognise the fact that in all classes, there are children of widely different abilities in history and we seek to provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child.

We achieve this by:

- Setting common learning opportunities, which are open-ended and can have a variety of responses;
- Setting tasks of increasing difficulty and directing these at different children;
- Differentiating expectations of learning outcomes through historical skills, depth of conclusions and analysis;
- The use of equipment/ physical resources
- Grouping children by ability in the room and setting different tasks to each ability group;
- Using Blooms Taxonomy as a basis for our questioning allowing there to be a progression of thinking skills within the classroom;
- Providing opportunities for mixed ability learning and discussions;
- Providing resources of different complexity according to the ability of the child;
- Using classroom assistants to support the work of individual children or groups of children.

Assessment

This will be in accordance with the school's assessment policy, which is followed throughout the school. The assessment of pupils' work can provide information for pupils, teachers and parents:

- To enable pupils to reflect upon and celebrate achievement.
- To help plan for progression, continuity and target setting for pupils are to inform planning for future work of whole classes and individual pupils.
- To communicate achievement and identify areas for future development to pupils, parents and teachers.
- To evaluate the effectiveness of teaching and learning assessment is an integral part of teaching and learning and based upon teachers' judgements of pupil attainment and progress.

Teachers monitor children's progress and adjust their teaching accordingly. Assessment of the children's work is ongoing to check understanding and ensure that progress is being made. Assessment is based on the national curriculum. The planning and questioning / verbal discussion can be used alongside marking work to ascertain if the children are making good progress.

Topic records are also used to assess the children's learning. At the start of the unit, a topic record with the learning objectives from the national curriculum, is stuck into the children's books. As the children meet an objective, it is then dated. This is then used at the end of each

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term to look at how the children have progressed and to assess whether they have met age related expectations.

In EYFS, children are assessed against the ELGs using the 2Simple profile. Reports of the children's progress in each area are sent to the parents on a weekly basis.

Other assessment evidence should be apparent when teachers complete a unit of work and record relevant progression information at the bottom of subjects planning document.

Roles and Responsibilities

The **subject leader's** role is to:

- Support colleagues in teaching the subject content and developing the detail within each unit;
- Renew, update and complement resources needed to deliver the curriculum, within budget restraints;
- Audit current practice;
- Develop assessment and record keeping to ensure progression and continuity.
- Keep abreast of developments in history education and media usage;
- Prepare and review policy documents, curriculum plans and schemes of work for the subject;
- Encourage staff to provide effective learning opportunities for all pupils, to develop valid activities appropriate for all pupils at different stages of development and which enables pupils to progress in the subject;
- Help colleagues develop their subject expertise and organise and monitor their professional development;
- Collect, evaluate and inform staff of all resources
- Ensure standard formats for assessment and monitoring are being used;
- Provide annual subject action plans including costings and priorities which help inform the school development plan;
- Organise and advise on the contribution of history to other curriculum areas including cross curricular;
- Help with the monitoring and evaluation of the effectiveness of the subject within the school.
- Analyse class, year group and whole school data and report findings to SLT.
- Attend and deliver insets.

The **class teacher's** role is to:

- Ensure coverage of history for their year group/Key Stage.
- Inform the subject leader of any resources needed to deliver the units before they arise in the curriculum.
- Plan and deliver lessons to appeal to all learners to enthuse as well as educate the children in their class.

Monitoring and Review

Monitoring of the curriculum will be done by the history subject leader and Senior Leadership Team, through scrutiny of work and teachers planning. A portfolio is being compiled which will contain examples of work and photographs of displays, visits and presentations.

The history policy of the school is reflected in our practice. This is monitored regularly by the history subject leaders through the scrutiny of planning, pupil interviews, staff surveys and children's work.

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The history subject leaders use tracking sheets to assess the progress of classes, year groups and the school as a whole. An end of year analysis of this data enables us to gain an overview of the standard of history teaching at Glebe and helps us to plan future priorities. The general findings are then discussed with the Headteacher and staff.

Further action is included in our school development plan and relevant INSET organised. New members of staff will be introduced to the policy by the subject leaders. We will judge the success of our history teaching and know the aims of this policy have been fulfilled by the following key indicators:

- The motivation and the interest displayed by our pupils
- The development, over time of pupils understanding of history skills, attitudes and concepts.
- The pupil's ability to apply their understanding in a variety of new situations.
- The end of term's, and year's, data.

Reviewed: June 2020

To be reviewed June 2022