



Rudston Primary School

History Policy

Date: October 2020

Subject Lead: Miss R Myers

This policy and all school policies are produced in accordance to guidance set out in our school legislation and guidance policy.

Approved by Governors: December 2020

Review: October 2021

Our Mission Statement:

To develop a love of learning,
enabling all children to reach their full
potential.

* Respect * Resilience *
* Responsibility * Enjoyment *
* Challenge *

Safeguarding Statement:

“Rudston Primary School is
committed to safeguarding and
promoting the welfare of children and
young people and expects all staff
and volunteers to share this
commitment.”

History Policy

2020

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History Policy

Introduction

This document deals with the teaching of History in relation to the National Curriculum 2014 Programmes of Study. It has been written after consultation with colleagues throughout the school.

1. Curriculum Statement

1.1. Intent

At Rudston Primary we are fully committed to providing a history curriculum that gives children an understanding of Britain's past and that of the wider world, which includes the study of significant people and the impact of ancient civilisations. Through our history curriculum we aim to encourage and develop curious thinkers and learners with a self-awareness of where they come from. Through history there are opportunities for children to explore historical evidence enabling them to ask challenging questions in order to develop their perspective and judgement. Children leave Rudston Primary School with the understanding that Liverpool plays a significant part in world history, being able to recognise changes in living memory and beyond and having developed a love and enjoyment for the subject.

1.2. Implementation

In order to deliver our curriculum in History:

The Early Years Foundation Stage (EYFS) follows the 'Development Matters in the EYFS' guidance which aims for all children in reception to have an 'Understanding of the World; people and communities, the world and technology' by the end of the academic year.

History is taught in blocks throughout the year, so that children achieve depth in their learning. The key knowledge and skills that children acquire and develop throughout each block have been mapped to ensure progression between year groups throughout the school.

By the end of year 6, children will have a chronological understanding of British history from the Stone Age to the present day. They are able to draw comparisons and make connections between different time periods and their own lives. Interlinked with this are studies of world history, such as the ancient civilisations of Greece and the Egyptians.

The school's own context is also considered, with opportunities for visits to places of historical interest and learning outside the classroom also identified and embedded in practice.

Planning is informed by and aligned with the National Curriculum. Teachers' cater for the varying needs of all learners, differentiating activities where necessary and as appropriate, and ensuring an appropriate level of challenge. Outcomes of work are regularly monitored to ensure that they reflect a sound understanding of the key identified knowledge.

1.3. Impact

Outcomes in learning challenge books evidence a broad and balanced history curriculum and demonstrate the children's acquisition of identified key knowledge. Emphasis is placed on analytical thinking and questioning and children demonstrate a coherent knowledge and understanding of Britain's past and that of the wider world, in addition to being curious to know more about the past. Through this study, pupils ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement.

2. Curriculum Planning

Staff use the history programmes of study as the basis for curriculum planning in history and these are taught through the Learning Challenge curriculum. This imaginative topic based curriculum successfully builds on pupils' cross-curricular skills and knowledge as they move through the school. Key knowledge and skills have been informed by the stated programmes of study and build towards specific end points at the end of each phase group - Y1 & 2, Y3 & 4 and Y5 & 6 (knowledge and skills in reception provide the foundation for those identified in the first phase).

Teachers carry out curriculum planning in three phases (long-term, medium-term and short-term). The long-term plan maps the history topics studied in each term within each year group; these are covered through learning challenges as well as stand alone lessons. We teach the knowledge, skills and understanding set out in the National Curriculum through the corresponding programme of study.

As the basis for short and medium-term plans, staff use the National Curriculum along with the Progression Document to select appropriate objectives that relate to the history topic. These plans list the specific learning objectives, key vocabulary and skills for each lesson. The class teacher keeps these individual plans, although the history subject leader may discuss these with them on an informal basis.

3. Differentiation and Equal Opportunities

In line with our school's SEND & Inclusion Policy, all pupils irrespective of race, gender and disability, should be allowed to achieve the level of success and self-esteem they deserve. Equal opportunity will be reflected in tasks, outcomes and grouping situations, allowing each

child to progress at his / her own level. Teacher and peer support will enable all children to reach their potential.

4. Assessment

Assessment for learning is continuous throughout the planning, teaching and learning cycle. It is supported by use of the following strategies:

- Observing children at work, individually, in pairs, in a group and in class during whole class teaching.
- Using differentiated, open-ended questions that require children to explain and unpick their understanding.
- Providing effective feedback, to engage children with their learning and to provide opportunities for self-assessment, consolidation, depth and target setting.
- Book moderation and the monitoring of outcomes of work, to evaluate the range and balance of work and to ensure that tasks meet the needs of different learners (with the acquisition of the pre-identified key knowledge and key skill development of each topic being evidenced through the outcomes).
- Use of O Track to assess individual children's progress against the end of year expectations for history.

The history subject leader keeps samples of children's work in a portfolio. These demonstrate what the expected level of achievement is in history for each age group in the school.

5. Cross Curricular Links

Opportunities are used to encourage children to use their History knowledge and skills over all areas.

History contributes significantly to the teaching of English by actively promoting the skills of reading, writing, speaking and listening. Where possible teachers choose texts that are historical in nature and link to Learning Challenge topics. Children develop S&L skills through discussing historical questions or presenting their findings to the rest of the class. They develop their writing ability by composing pieces of work such as reports and letters.

History teaching contributes to the teaching of mathematics by providing opportunities to use numbers when developing a sense of chronology through activities such as exploring time-lines. Children learn to interpret information presented in graphical or diagrammatic form, for example, analysing population statistics.

History teaching makes links with technology by researching using the Internet and presenting information using various platforms. Children have the opportunity to use iPads to conduct research, as well as record and use photographic images.

6. Co-ordination

The coordinator's responsibilities are:

- To ensure a high profile of the subject.
- To ensure progression of the key knowledge and skills identified within each unit and that these are integral to the programme of study and secure at the end of each age phase.
- To monitor books and ensure that the key knowledge and, where applicable, key skills, are evidenced in outcomes (alongside and as supported by SLT).
- To monitor planning and oversee the teaching of history.
- To lead further improvement in (and development of) the subject, as informed by an effective overview of the subject.
- To ensure that the history curriculum has a positive effect on all pupils, including those who are disadvantaged or have low attainment.
- To ensure that the history curriculum takes account of the school's context, promotes children's pride in the local area and provides access to positive role models from the local area to enhance the history curriculum.
- To ensure that approaches are informed by and in line with current identified good practices and pedagogy and to attend regular opportunities for CPD.

7. Policy Review

This policy was written by R Myers, in October 2020, and was reviewed by the governors on December 2020. The policy will be reviewed by October 2022.

Covid-19

Due to the ongoing pandemic, there should be consideration of planned activities and resources required, referring to the risk assessment. Teachers may consider using outdoor and larger spaces to ensure that they can work around the class and support effectively. Following the risk assessment, History resources should be sanitized and quarantined for a period of 48 hours.