



Learning together

History Policy

Evidence of intentions and practice - for the information of staff, governors, parents, HET, OFSTED and DfE

Prepared by:
Mrs Catherine Wigglesworth
History subject leader

Approved by:
Local Governing Body

Issue date:
Autumn 2018

Review date:
Autumn 2020



Learning together

PARKSTONE PRIMARY SCHOOL

History Policy

1 Introduction

- 1.1 This document is intended to support the staff at Parkstone Primary School in the delivery of History within the curriculum.
- 1.2 History is a foundation subject in the National Curriculum and helps to give our children a sense of time and place. History raises children's awareness of what happened in the past and possible reasons for these events, through the study of the lives of individuals and also the societies, cultures and countries within which they lived.

2 Teaching and learning style

- 2.1 History teaching focuses on **enabling children gain knowledge and understanding of Britain's past and that of the wider world. We place an emphasis on understanding chronology and as the children move through the school they build up their historical knowledge about when key periods of history were / when significant events took place.** We focus on helping children understand that historical events can be interpreted in different ways and **encourage the children to ask historically valid questions and use primary and secondary sources of evidence to find answers.** In each Key Stage we aim to give children the opportunity to visit museums and sites of historical significance. **These may be within the city centre at one of our Heritage Learning sites or, depending on the period of history being covered, further afield.** We encourage visitors to come into the school and talk about their experiences of events in the past.
- 2.2 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 tasks which are open-ended and can have a variety of responses;
 - using questioning appropriately according to whether the children are at working towards, are at, or are mastering the end of year expectations
 - setting tasks that **increase in difficulty and that are of an open ended nature**
 - providing **high quality** resources of different complexity to scaffold learning independent learning depending on the ability of the child

2.3 Visits and visitors

Visits and visitors can really bring history alive, particularly those requiring children to take part in 'a day in the life of....' **Relevant and well planned visits and visitors** engage children and support new learning, or enhance, enrich or consolidate current learning, we will strive to provide these experiences where possible and relevant.

3 Curriculum planning and subject specific procedures and principles

- 3.1 We aim to make History enjoyable and engaging to our children so that they ask questions and develop a sense of curiosity about the past which begins to inform their understanding of the way we live today.
- 3.2 History is taught as part of the thematic approach used throughout the school. We use the National Curriculum document for history as the basis for our curriculum planning, but **where appropriate** we have adapted this to the local context by building on the successful units of work already in place.
- 3.3 We ensure that there are opportunities for children of all abilities to develop their skills and knowledge in each area of study within history and we build planned progression into the theme so that the children are increasingly challenged as they move up through the school. History is taught over a two year cycle. However, we do need to be mindful that children need to re-visit and re-apply knowledge, skills and understanding in different contexts, on a regular basis, if we are to deepen and consolidate their learning. **Building a sense of chronology begins in KS1 and is continued throughout the rest of the school.**
- 3.4 It is important that the pace of lesson is brisk but appropriate and that children are required to concentrate for sustained periods.

4 Historical knowledge, skills and understanding

- 4.1 Whilst our long term plan identifies particular 'areas of study', the importance of developing the following **knowledge, skills and understanding** cannot be over emphasised:
- To investigate and interpret the past
 - To build an overview of world history
 - To understand chronology
 - To communicate historically

5 Planning

- 5.1 We carry out curriculum planning in history in three phases – long-term, medium-term and short-term
- 5.2 Long Term Plan
The long-term plan maps the history topics studied in each term, as part of a thematic approach, during each key stage; the history subject leader works 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. Some topics have a particular historical focus and in Key Stage 2 we place an increasing emphasis on independent historical study. We teach the knowledge, skills and understanding set out in the National Curriculum through the thematic and creative approach.

5.3 Medium Term Plan

The long term plan is broken down into units of work which address the 'breadth of study' required by the National Curriculum. Medium term plans contain skills based on end of year expectations which link clearly to each of the four strands identified for historical knowledge, skills and understanding. The history subject leader keeps and reviews these plans. To enable teachers to plan together, develop ideas and share resources, we carry out the medium-term planning on a two-year rotation cycle. By so doing, we ensure that children have complete coverage of the National Curriculum, but do not have to repeat topics.

5.4 Short Term Planning

Teachers should plan for an appropriate balance of focused subject teaching with well-planned opportunities to use, apply and develop skills. ***It is important that ongoing formative assessments are recorded on short term planning*** and that the next lesson is informed by this assessment. The History subject leader will undertake a scrutiny of short term planning during the year during where all short term planning will be collected in.

5.5 All teachers should plan on a new consistent planning format which highlights objectives and milestones according to the new National Curriculum and assessment arrangements.

5.6 Differentiation should be planned with less able children being supported and scaffolded in order to achieve the learning objective.

6 **Foundation Stage**

6.1 We teach history in reception classes as an integral part of the topic work covered during the year. As the reception class is part of the Foundation Stage, we relate the history side of the children's work to the objectives set out in the Early Learning Goals (ELGs) within the Knowledge and Understanding area of learning. History makes a significant contribution to the ELG objectives of developing a child's knowledge and understanding of the world through activities such as dressing up in historical costumes, looking at pictures of famous people in history or discovering the meaning of new and old in relation to their own lives.

7 **Assessment**

7.1 Formative and summative

We assess the children's work in history by making informal judgements against the lesson objectives as we observe the children during lessons. Once the children complete a piece of work we mark against the lesson objectives using our marking policy of editing and improving – in Key Stage 1 this is generally done immediately and in response to active marking, but in Key Stage 2 this is done where the teacher feels it is appropriate. Formative assessment is recorded on the lesson plan.

7.2 Once they complete a unit of work, we make a summary judgement of the work of each pupil in relation to the National Curriculum end of year expectations. We record the attainment outcomes on FLiC, which are stored on teacher iPads. These are used to inform future planning and to provide the basis for assessing the progress of the child, and to pass information on to the next teacher at the end of the year.

7.3 ***If standards are to rise and rates of progress increase it is very important that end of term/ year summative assessments are used to inform the next medium term plan.***

- 7.4 The History subject leader will collate records on a termly basis and produce a termly overview of standards across the school.

8 Resources

- 8.1 **The History subject leader will maintain an up to date resource audit and has a budget to supplement existing resources.** Resources are stored centrally. Resources are located in themed boxes. Each box is labelled and contains a list of resources.
- 8.2 **Heritage Learning Programme for Schools** provides innovative and inspirational hands-on learning opportunities for pupils. The subject leader has an information folder.
- 8.3 **Hull History Centre** brings together the material held by the City Archives and Local studies Library with those held by the University of Hull.
- 8.4 The **Schools' Library Service** offer boxes of themed books that staff can order prior to the start of a theme.

9 Health and Safety

- 9.1 Whole school Health and Safety procedures should be applied during all activities. Staff should consider more specific Health and Safety issues / risk assessments during visits.

10 Monitoring and review

- 10.1 It is the responsibility of the History subject leader to
- be a role model and demonstrate good practice
 - monitor the standards and quality of teaching in History through reviewing evidence of the children's work, monitoring resources and equipment, completing planning scrutinies and undertaking, where possible, lesson observations of History teaching across the school
 - support colleagues in the teaching of History
 - maintain all History resources
 - be informed about current developments in the subject, liaising with other subject leaders
 - achieve equality of opportunity throughout the school
 - provide a strategic lead and direction for the subject in the school
- 10.2 The History subject leader produces an annual action plan, linking to the key priorities of the School Improvement Plan, when appropriate, and provides the headteacher with an annual summary report in which they evaluate strengths and weaknesses in the subject and indicate areas for further improvement.

This policy to be reviewed every two years.