



Low Trenchard C of E Primary School History Policy



This policy outlines the teaching, organisation and management of history taught and learnt at Low Trenchard School. The policy is based on the 2014 expectations and aims of the National Curriculum for history and the Early Years 'Development Matters' EYFS document.

Purpose:

History is a foundation subject in the National Curriculum. The fundamental knowledge, skills and understanding of the subject are set out in the National Curriculum programmes of study. The aim of history teaching here at Low Trenchard School is to stimulate the children's interest and understanding about the life of people who lived in the past. We teach children a sense of chronology, and through this they develop a sense of identity, and a cultural understanding based on their historical heritage. We teach children to understand how events in the past have influenced our lives today; we also teach them to investigate these past events and, by so doing, to develop the skills of enquiry, analysis, interpretation and problem-solving.

Aims:

Through our teaching of history we aim to:

- stimulate pupils' curiosity about the past in Britain and the wider world and inspire them to find out more
- encourage thinking about how the past influences the present
- develop a sense of chronology
- develop pupils' knowledge of significant events and people, helping them appreciate how things have changed over time
- foster a sense of identity and an increased understanding of pupils' own position in their own community and the world;
- impart knowledge and understanding of historical development in the wider world
- experience a range of representations of the past
- develop pupils' deep understanding of historical concepts and how they relate to the discipline of history: Significance, Cause & Effect, Interpretation, Similarities and Differences, Source and Evidence. Our aim is for pupils to use these concepts and skills actively in finding out about the past and explaining what happened.

Through history we also aim to:

- improve pupils' skills in literacy, numeracy and ICT
- develop pupils' thinking skills
- promote pupils' awareness and understanding of gender, cultural, spiritual and moral issues
- develop pupils as active citizens

Planning, Teaching and Learning:

We use the National Curriculum scheme of work as the basis for our planning in history, but we have adapted this to our local context, building on the successful units of work already in place. Progression is planned into the scheme of work, so that the children are increasingly challenged in their understanding of our key concepts as they move through the school.

History teaching focuses on enabling children to think and investigate as historians as well as gain a greater understanding of history as a subject discipline. History units are planned by the Trust History Subject Lead and adapted by class teachers. Our sequences of history learning involve:

1. Exploring the historical context and chronology of the unit. Establishing an enquiry question. Learning key vocabulary and facts from a knowledge organiser.
2. Historical enquiry lessons teaching knowledge and our key concepts, all of which are underpinned by chronology. Pupils make use of the facts they have learned, practice enquiry-based skills and make links to previous learning.
3. Outcome of the unit. Pupils are able to answer their enquiry question.

We place an emphasis on examining historical artefacts and primary sources, and give children the opportunity to visit sites of historical significance. We focus on helping children understand that historical events can be interpreted in different ways, and that they should always ask searching questions (e.g. 'How do we know?') about information they are given.

A variety of teaching approaches are used:

- Teacher presentations, story-telling, drama, role play, guest speakers
- Quizzes
- Discussions and debates
- Individual and group research, investigating artefacts and sources of evidence
- Fieldwork, visits to museums and historical sites

Assessment:

Assessment focuses on pupils':

- Chronological understanding.
- Knowledge and interpretation of events, people and changes in the past.
- Skills of historical enquiry.

Pupils' substantive knowledge i.e. key facts and dates, is assessed at the start, middle and end of a unit through quizzing. A KWL grid is also used to gather pupils' knowledge at the start and end of a unit. Disciplinary knowledge i.e. how the pupils make use of the facts and skills they have learned, is assessed by their ability to answer the enquiry question set at the start of the unit. We assess this in a variety of ways, including:

- Essay questions
- Digital or spoken presentations
- Living museums, parental engagement events

Children demonstrate their ability in history in a variety of different ways. Teachers will assess children's work by making informal judgments during lessons. On completion of a piece of work, the teacher assesses the work and uses this information to plan for future learning. Written or verbal feedback is given to the child to help guide his or her progress. Children are also encouraged to assess their own learning and make judgments about how they can move their learning forward.

At the end of a whole unit of work, the teacher makes a summary judgement about the work produced. Teaching staff are provided with a skill assessment sheet which, when completed, indicates the children who have met, have not met or have exceeded age-related expectations for that historical focus. We pass this information on to the next teacher at the end of the year.

Information and communication technology (ICT):

Technology plays a key role in enhancing our History curriculum. It supports the exploration of historical sources and artefacts within apps, aids the development of chronological awareness and is a medium for pupils to use to show what they have learned. As well as teachers using ICT tools when they feel it enhances the curriculum, our unit plans have explicit opportunities for technology to be utilised.

Health & Safety:

Before any field study, a risk assessment will be carried out and submitted in accordance with the school's outdoor education policy and Education Authorities guidelines

Early years:

Work undertaken within the Foundation Stage is guided by the requirements and recommendations set out in the Early Years 'Development Matters' EYFS document. All children are given ample opportunity to develop their understanding of history. Lessons in the Early Years aim to do this through varied activities that allow children to enjoy, explore, practice skills and begin to talk confidently about the past.

Differentiation and support: (Including provision for SEND, G&T, EAL, and PPG pupils)

Through our history teaching we provide learning opportunities that enable all pupils to make good progress. We strive hard to meet the needs of those pupils with special educational needs, those with disabilities, those with special gifts and talents, new arrivals and those learning English as an additional language, and we take all reasonable steps to achieve this.

Teachers' planning will set high expectations and provide opportunities for all pupils to achieve, so that everyone can take part in lessons fully and effectively. Teachers will take specific action to respond to pupils' diverse needs in a variety of ways, in all lessons by:

- providing equality of opportunity through teaching approaches – ensuring that children of all abilities are given the opportunity to succeed and make progress
- using small, differentiated target steps for all children to move through at a pace that suits their needs
- giving timely support and intervention; systematically and effectively checking pupils' understanding throughout lessons
- ensuring that marking and constructive feedback is personal, frequent and of a consistently high quality - enabling pupils to understand how to improve and develop their work - with planned in time for children to respond to feedback
- visual stimulus/aids are provided for our hearing impaired and English as additional language pupils. Specialist support staff are also employed to develop and target these pupils further.

Marking and Feedback:

The main purpose of our marking policy is to ensure that as children progress through the school they benefit from constructive guidance and next step questioning to challenge and consolidate their learning further

Leadership and Management

The subject leader's role is to empower colleagues to teach history to a high standard and support staff in the following ways:

- 🕒 By keeping up to date on current issues: disseminating information and providing guidance and training for staff members (either directly or through other professionals)
- 🕒 Leading by example / modelling lessons or styles of teaching
- 🕒 Having a knowledge of the quality of history provision across the school
- 🕒 Monitoring expectations, provision and attainment across the school and providing feedback to develop practice further in order to raise standards.
- 🕒 to develop learning activities appropriate for children at different stages of development, which enable pupils to progress in the subject

Monitoring and Review:

The monitoring of the standards of children's work and the quality of learning and teaching history is the shared responsibility of the S.L.T and the subject leader. The work of the subject leader also involves supporting colleagues in the teaching of history, being informed about current developments in the subject, and providing a

strategic lead and direction for the subject in the school.

Reviewed: Annually