

Horton Park Primary School



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We Learn to Succeed

History Policy

Subject Lead: Zakir Rehman

Last Reviewed: November 2017

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Adopted: Zakir Rehman **Reviewed:** November 2017

To Be Reviewed: Annually in July

Mission Statement: We learn to succeed

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.

(National Curriculum 2014)

The purpose of history in our school is to develop:

- Curiosity and understanding of significant events, times and people in a variety of environments.
- An interest in the past with an appreciation of human achievements and aspiration.
- An understanding of the effects of the past upon the present.
- A positive attitude and enthusiasm for history.
- An ability to communicate historical knowledge and understanding, orally, visually and in writing, using appropriate techniques and vocabulary.
- An understanding of history through a process of enquiry through interpretation of primary and secondary source materials.

What do we mean by history?

History is about events that have taken place in the past, about people and countries around the world. Changes occur all the time but there will always be reasons for why and the consequences to these changes. There is a significant relationship between the past and the present. Through questioning and enquiry history will be embedded in everyday life and this awareness should promote responsible citizenship. At Horton Park we provide a high-quality history education, which 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.

Why do we think history is important?

We believe that providing opportunities for the discussion and enquiry of historical events and significant people in the past is essential to developing children and staff as learners. Our school ethos is everyone learns to succeed. This is best demonstrated by this statement that appears in the Historical Association,

'For the younger generation to understand who they are, they must learn where they have come from and the issues and events that underpin where we are today. And teaching them history chronologically is the most sensible way of helping them to map current events onto the past. It will give them a sense of cause and effect; that the cities known for industry today were at the forefront of the industrial revolution and that others have grown because of their advent.'

'History, the study of the past, is all around us; we are continually making history through our thoughts, words and actions. History is personal and global; it is everyday life and momentous occasions. History is about people.'

In addition to the development of the individual child's knowledge and understanding of the History around them, the whole school ethos of thinking critically and developing a growth mind set allows our learners to explore concepts in great depth which provides pupils with a thorough understanding of the past of both Britain and the wider world. We aim to ensure that children are able to think critically when examining evidence and can develop their own opinions, which they can then back up with their historical knowledge. Our goal is for children to leave Horton Park with a broad, in-depth and chronological understanding of world history.

BREADTH OF STUDY

Through careful planning and preparation we aim to ensure that throughout the school children are given opportunities for:

- Individual, group and whole class discussions and activities.
- Asking relevant questions and using the correct resources i.e. books (wider reading) and investigative opportunities.
- Recording what has been discovered in the past and presenting this information in a variety of ways.
- Finding mathematical links in History – looking at time lines, statistics/graphs i.e. population, health, etc.
- Using a wide range of resources.
- Researching through ICT.
- Using role play, discussion, debates and storytelling to ensure historical aspects are embedded.
- Investigating artefacts, maps, photographs, paintings and other documents as sources of evidence.
- Fieldwork, visitors and visits to museums and sites of historic interests.
- Special events: History Days or Weeks such as Black History Month, Greek/Roman Feasts, Battle Re-enactments, Olympic Games, Shakespeare workshops, the Anglo-Saxon village and an 'Archaeological Dig'.

Through our creative curriculum approach we also seek to teach History within a topic i.e. The Great Fire of London/diary entries. Therefore, our pupils have an understanding of changes in society and how it affects aspects of the rest of the curriculum i.e. Literacy and language.

TEACHERS PLANNING AND ORGANISATION

Each class teacher is responsible for the history in their class / year group in consultation with and with the guidance of the history subject leader. All planning should be completed half termly in line with the National Curriculum objectives Years 1-6.

The approach to the teaching of history within the school is based on these key principles:

- A unit of history lessons to be taught once per term.
- This unit of work can be taught as a block over a week, bringing in links to English, reading, mathematics and geography.
- The unit to start with an exciting stimulus e.g. trips and visits to historical sites, an archaeological dig, visitors etc.

Each class organises a block or weekly sessions during creative time. Teachers of the EYFS ensure the children learn through a mixture of adult led activities and child initiated activities both inside and outside of the classroom.

Medium Term/ Short term planning

Parallel class teachers are responsible for creating history medium term planning half termly. It is planned as a unit of work and collected by the history lead for monitoring each half term.

EYFS planning is based on the medium term plans and delivered as appropriate to individual children with thought to where the children are now and what steps they need to take next.

INCLUSION INCLUDING SPECIAL EDUCATIONAL NEEDS - Statement for G&T

The history lessons are inclusive to pupils with special educational needs. Where required, children's Personalised Provision Plans will address targets. These targets may be worked upon within the lesson as well as on a 1:1 basis outside the history lesson.

Within the history lesson teachers must provide opportunities for both mixed ability and independent activities linked to the core themes. History planning must be differentiated to meet the needs of all learners within the classroom. It should not only support children with special educational needs but also include appropriate challenge for children who are high achievers in History. It is vital that all children are challenged at a level appropriate to their ability.

EQUAL OPPORTUNITIES – refer to Equal Opportunities Act 2010

We incorporate history into a wide range of cross-curricular subjects and seek to take advantage of multi-cultural aspects of history. We ensure that all children are able to fulfil their potential regardless of race, religion, disability or gender.

PUPILS' RECORDS OF WORK

Children are provided with different opportunities for recording their ideas such as written, speaking activities, presentations and artwork. Children are encouraged to work mixed ability within a group setting as well as working independently. All children are encouraged to work tidily and neatly when recording their work, adhering to the Handwriting Policy.

EYFS record informally within the setting. For example:

- On the playground
- On whiteboards
- Pictures created by the children
- Staff in Foundation use photos to ensure records of each child's achievements are maintained.

MARKING

Marking of children's work is essential to ensure they make further progress. All work is marked against success criteria, in line with the school marking policy, and includes 'Now' steps. Work is to be marked once completed before a child starts the next piece of work in accordance with the school marking policy. Children are encouraged to self-evaluate their work and given time to respond to the 'Now' steps. Children in KS2 are encouraged to provide a 'Top Tip' after the completion of work if this is appropriate.

ASSESSMENT AND RECORD KEEPING

Teachers make regular assessments of each child's progress and record these systematically. A record of each child's attainment against the key objectives for the appropriate year group is recorded at the back of the books where children will have targets each half term.

Short term

Children's class work is assessed frequently through:

- regular marking
- analysing errors
- questioning
- discussion
- plenaries

This is used to inform future planning and teaching. Lessons are adapted readily and short term planning is evaluated and annotated in light of these assessments. The teachers update their findings regularly using Classroom Monitor and this will be used to monitor progress during half termly pupil progress meetings.

Long term

Data to be analysed twice a year to demonstrate teaching, learning and progress towards the end of the key stage. Teachers should update their findings regularly using Classroom Monitor.

Reporting to Parents

The annual report to parents will include information re: progress and attainment and future targets in the subject.

Monitoring and Evaluation

Monitoring will be carried out by the history subject leader as follows:

1. **Auditing Planning:** Access to all planning, relating planning to the National Curriculum and evaluating appropriateness. Also through formal and informal classroom observations when prioritised on the School Improvement plan.
2. **Monitoring of work:** Analysis of pupil's work in work scrutiny and discussions with pupils and class teachers.
3. **Monitor the Quality of teaching:** Analysis of planning related to the Framework and classroom observations re. Effectiveness of planning in practice.
4. **Auditing Resources:** Annual risk assessment and ongoing evaluation of resources. Monitor use of resources.

The subject leader will:

- Lead by example showing a thorough understanding of the subject
- Offer support to teachers in assessment, planning, teaching and delivery
- Work alongside the Headteacher to monitor and evaluate teaching and progress
- Identify training and development needs, plan and deliver training.
- Resource history throughout school, prioritising spending in consultation with staff and in accordance with the subject action plan and SIP.

Children will be encouraged to:

- Enjoy history and see its impact and relevance to life and British Values.
- Understand what their next steps are, and be able to evaluate their progress towards them.
- Use historical vocabulary with confidence.
- Develop resilience when enquiring and investigating.
- Use their knowledge to present findings with confidence.
- Showcase and present findings.

Parents will:

- Be encouraged to develop positive attitudes to history and actively support their children when topic homework is given
- Be well informed of their children's progress through annual reports and parents meetings.

Review Process

Headteacher reports outcomes of monitoring and evaluations to the Governing body half termly. Headteacher, Deputy Head / history subject leader monitor delivery in practice and related planning; feeding back outcomes and development points to staff as appropriate.

