

Gordon Primary School

History Policy

Revised Autumn Term 2023

Signed _____ Chair of Governors

To be reviewed Autumn Term 2024

Gordon Primary School

History Policy

Introduction

This policy outlines the teaching, organisation and management of History teaching and learning at Gordon Primary School. History is the study of the past to better inform and interpret the future; therefore, it is a body of knowledge essential to the children's understanding of the development of the modern world.

The policy has been drawn up by the History Subject Leader, in consultation with members of the school's teaching staff, and has the full agreement of the Governing Body. The implementation of this policy is the responsibility of all teaching staff, under the direction of their year group leaders. The responsibility for monitoring and reviewing History teaching and learning rests with the SLT and the History Subject Leader.

Rationale

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. It is a subject that will be taught each term in conjunction with other curriculum areas. Through an enquiry-based curriculum, children will develop their historical knowledge and understanding, which will be driven by a progression of skills-based outcomes.

All pupils are entitled to access the History curriculum at a level appropriate to their needs arising from race, gender, ability or disability and all History lesson plans will therefore be differentiated to meet the needs of the children in each class. School visits will be planned for throughout the children's time at school and, where necessary, will be adapted to meet the individual requirements of identified pupils.

INTENT

Through our teaching of History, we aim to:

- Develop the children's historical knowledge and understanding through enquiry-based learning.
- Fuel pupils' curiosity about the past in Britain and the wider world.
- Encourage thinking about how the past influences the present.
- Help students develop a chronological framework for their knowledge of significant events and people, using appropriate historical terms.
- Foster a sense of identity and an increased understanding of pupils' own position in their own community and the world.
- Develop a range of skills and abilities - particularly those related to finding out about the past, explaining what happened and what people then and now think about what happened.
- Understand that our knowledge of the past is constructed from a range of sources.
- Develop skills in thoughtful selection and organisation of relevant historical information.

IMPLEMENTATION

Curriculum

Details on specific topics each year group will study can be found in the progression map for History. Within Early Years, the curriculum is broken down into 3 main strands, which align with the Early Learning Goals:

- Past and Present
- People, Culture and Communities

- The Natural World
- Building Relationships

Throughout Key Stage One and Two, the curriculum is further broken down into the following strands:

- Chronological understanding
- Knowledge and understanding
- Historical interpretations
- Historical enquiry
- Organisation and communication

When Planning History, we:

- Will have clear learning intentions and always explain what we want pupils to know, understand, and be able to do through the History they are about to undertake.
- Plan collaboratively within the Year Group using a mind map format to decide learning intentions and success criteria, then turn these into medium term plans which detail differentiation, key vocabulary, resources and the lesson sequence.
- Will often use key questions to direct pupils' thinking / enquiry, including higher order questioning.
- Will use a variety of resources and activities to ensure each pupil can learn effectively.
- Use a range of specialist and appropriate historical language to support learning.
- Will use introduction to lessons, mini plenaries and full plenaries to ensure students fully understand what they are learning, how they learn, how well they are progressing and where their learning will next lead to.

Teaching and Learning

- Teaching and Learning in History will take place through the use of a variety of different pedagogical approaches, resources, experiences and take into account all learning styles.
- Areas and aspects of History are set out within the progression map for each year group and are based on a broadening of chronological understanding, starting from nursery and the children's own life chronology, building to pre-history in Key Stage 2.
- The work in History is a mixture of class teaching, working cooperatively in groups and independent learning.
- Groups are usually of mixed ability and children are encouraged to communicate their findings in a variety of ways.

In History, the children will:

- Use a range of sources such as people, the local and wider environment, venues/sites, photographs, portraits, artefacts, maps, written materials, computing based materials, data, online resources/ video extracts
- Present their knowledge and understanding in a variety of ways such as through drama, art, models, various writing styles / genre, collage, timelines, sketches and maps
- Investigate significant issues about the past by posing and investigating their own questions about the past
- Take part in school visits, which are a meaningful and integral part of the curriculum
- Realise that historical work is recognised in general displays in classrooms and in the communal areas around the school

IMPACT

As with all our subject teaching, we do not teach History in isolation to other curriculum areas; where possible, we relate the work undertaken to real life situations and we also aim to:

- Improve pupils' skills in English, Maths, Science, Geography and Computing
- Develop pupils' thinking skills
- Promote pupils' awareness and understanding of gender, cultural, spiritual and moral issues
- Develop pupils as active and responsible citizens within their own and wider communities

Assessment

- Each unit of work will need to have specific assignments to assess the breadth of History covered. These may include written work, diagrammatic work, drama, computing, art or observations noted during discussion and school visits.
- Children will be assessed on the progression of their knowledge of history, skills and understanding all the way through to Year 6.
- Progression documents will be used to support the children's assessment throughout the time at Gordon Primary School, which will allow teachers to identify any areas of particular strength or development areas throughout the child's learning journey.
- Assessments of children's progression in historical skills, knowledge and understanding will be recorded on Target Tracker.

The History Subject Leader will:

- Support colleagues in teaching the subject content and developing the detail within each unit.
- Audit, renew and update resources needed to deliver the curriculum, within budget restraints.
- Work alongside the SLT to observe current practice and scrutinise History work, providing feedback to colleagues.
- Work alongside the SLT to develop assessment and record keeping to ensure progression and continuity.
- Keep abreast of developments in History Curriculum, media usage, and where appropriate provide INSETs for colleagues.

Monitoring and Evaluation

Along with the SLT, the History Subject Leader will:

- Support teachers via co-planning, team teaching, observing / giving feedback
- Monitor teachers' medium-term planning
- Will ensure that the curriculum planning provides appropriate challenge for all pupils through the pitch and expectations of the teaching staff
- Review resource provision
- Work co-operatively with the SENCo to ensure that the History curriculum is available to all pupils
- Discuss regularly with the SLT and Foundation Subject Governor, the progress made within the History curriculum

Resources

- It is the role of the subject leader to buy resources in response to new innovations, requests from teachers or in response to loss or breakage.

- It is the responsibility of each teacher to use resources carefully and return them to the appropriate area and to model how to use these with care, understanding their value and significance to learning of History.
- The subject leader will ensure that there are sufficient resources for all history teaching and learning requirements in the school.
- Each classroom is equipped with a timeline which is specific and appropriate to the Year Group.
- Resources are stored in a central area in the upstairs resource room.
- The Local Authority's Central Library is able to supply a good selection of history topic books each term, and software [on the classroom electronic white boards] is available to support historical research.

Health and Safety

All off site work will be preceded by a visit from key members of the staff team taking part in the visit, a risk assessment will be completed along with visit planning/costing forms which will be submitted to the EVC.

Equal Opportunities and Special Needs (including Gifted and Talented)

In line with our *Equal Opportunities Policy* we are committed to providing a teaching environment conducive to learning, where each child is valued, respected and challenged regardless of race, gender, religion, social background, culture or disability. This can be achieved through classroom organisation and careful planning that enables the active participation of all pupils. In all classes there are children of differing ability. Some pupils may need provision to be made for additional support, modified resources or extension tasks. Equal learning opportunities are provided for all children by matching the challenge of the task to the ability of the child. This is done by:

- Setting common tasks that are open-ended and can have a variety of results (targeting Gifted and Talented children).
- Setting tasks of increasing difficulty where some children are challenged with additional tasks, which provides depth to their learning (targeting Gifted and Talented children).
- Ensuring inclusion by setting tasks to mixed ability groups
- Providing a range of challenges through the provision of different resources.
- Arranging pupils into mixed ability groups with peers supporting SEN and EAL pupils to access tasks.
- Using additional adults to support the work of individual children or small groups, especially SEN and EAL pupils.
- Modifying or providing additional resources that can be used to support a child's access to the curriculum.
- Adult/s to support SEN children with fine motor skill needs.
- Differentiated activities and tasks for children with SEN/EAL.

The UNICEF Rights Respecting School Framework

We are proud to be working within the UNICEF Rights Respecting School framework. Ensuring that children understand their rights and responsibilities as per the United Nations Convention of the Rights of the Child is central to our school's ethos. Where learning opportunities and links exist, relevant articles from the United Nations Convention of the Rights of the Child are made explicit through the teaching of the curriculum.

Policy Reviewed: Autumn Term 2023

Date of next review: Spring 2024