

Holy Trinity Church of England Primary School

To be the best we can be: for God, for others and for ourselves



History Policy

Policy to be reviewed as necessary within 3 years

Subject leader: I.Carrigan

Agreed by Governors
Spring 2021

Due for Review
Spring 2024

Vision

At Holy Trinity Church of England Primary School, every child is recognised as a unique individual. We celebrate and welcome differences within our diverse school community, encouraging all to grow and flourish as precious children of God. Learning is centred around experiencing the joy of discovery. The ability to learn is underpinned by the teaching of basic skills, knowledge, concepts and values, with a vision to prepare our children to be life-long learners, rooted in our school motto: To be the best we can be: For God, for others and for ourselves.

Christian Values

Love

Hope

Forgiveness

Trust

Peace

Reverence

Justice

Curriculum Vision and History

All of the elements of our curriculum intent statement underpin our teaching of History. However, History provides particular opportunities for teaching the following aspects of our intent statement.

- ensuring that our curriculum upholds dignity and values all God's children so that we are successful in preventing rather than just reacting to stereotyping and prejudice 4 a (i)
- making sure that the people, events and issues we study enable pupils to understand, respect and celebrate difference and diversity. 4 a (ii)

Purpose of Study

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.

Aims

The national curriculum for history aims to ensure that all pupils:

- Know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world
- Know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind.
- Gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'
- Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses
- Understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed
- Gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.

Organisation of Teaching

The History curriculum is carefully and coherently sequenced to enable our children to develop a growing knowledge of the themes outlined above. Pupils' knowledge builds towards clearly defined end points so everyone knows what we expect our pupils to achieve by the end of each topic, each year and each key stage. To meet the educational needs of our school community we have selected the following core knowledge concepts as a focus for our teaching. These are explored in increasing depth as pupils move through the school.

- Culture, Settlement, Transport, Exploration, Invasion, Empire, Religion, Civilisation, Parliament and Peasantry.

In Reception class History is taught as part of the 'People and Communities' area of learning within the Early Years Foundation Stage curriculum. Further details of how the Early Years curriculum is organised can be found on our Early Years policy.

In Years 1 to 6 History is taught as a discrete subject, though meaningful links are made with other subjects in our curriculum. For example, in Y1, 'The Seaside Now and Then' links with Geography. In Y6, 'The Mayan Civilisation' links with Maths. The topics we teach are outlined in the curriculum map for History. (see Appendix 1). This is published on our website.

To support high quality knowledge rich lessons, the school subscribes to the History Association and pays a yearly fee to borrow artefacts from The Museum of Lancashire. Pupils regularly visit The Atkinson, Southport's Museum and Art Gallery to enhance their learning. Other visits include The Eco Centre in Southport for the Stone Age and the Roman town and museum of Chester.

All teaching materials are adapted to meet the requirements of our Christian vision and curriculum intent.

Knowledge Organisers

Every topic has a knowledge organiser. This includes information under the following headings:-

- Curriculum Intent Links / Christian values link
- Local Links (If appropriate)
- National Curriculum
- Think like an Historian
- Lesson Sequence
- Key Vocabulary
- Key Content
- Number of Hours
- Linked text
- Extended writing

In History, timelines are included to demonstrate where historical themes fit within the chronological framework. All pupils have a copy of their knowledge organiser in their books and these are used to help pupils remember the key concepts. Knowledge organisers may also be taken home to support learning. All knowledge organisers can be seen on the relevant class pages of our website.

Teaching Time

History is allocated the following time each week on our weekly timetables. Timetables are published on our website every half term.

Early Years Foundation Stage: Up to 1 hour

Key Stage 1: 1 hour

Key Stage 2: 1-2 hours

The Teaching of History (Implementation)

Teachers use a range of teaching strategies that best support the objectives of the lesson. The following list shows the most common methods of effective teaching related to History

- teacher instruction, explanation and modelling using resources such as the interactive whiteboard, online programmes and texts
- use of quality text books and other sources of information, including books in our school library

- exploration of artefacts available in school or sourced from local libraries
- pupil discussion, investigation and problem solving
- regular review of previous learning or linked topics to enable pupils to remember key concepts. This may involve quizzes or other games to help embed knowledge and vocabulary
- analysing information
- using drama, role play, music and art to express and explore pupils' knowledge and understanding
- recording learning in written form in exercise books and including opportunities to write at length
- trips to local places of interest or listening to visitors invited to school, for example Y6 visit to Chocolate Whirled, Y1 having visitors from church to talk about toys they had as children.
- Local history walks of Victorian Southport.

Resources

Teachers use the following schemes of work to support the teaching of History

- The History Association Schemes of Work
- West London Free School Schemes of Work
- The LCP Scheme of Work
- Curriculum resources such as the Connections Text Books are stored in classrooms. The school library contains a selection of books related to the historical themes. Posters are stored in the plan chest and some artefacts are kept in boxes in the 'Oak' room.

Recording Learning

In History, pupils record their learning in the following ways

- exercise books
- Reception-Individual Learning Journeys

Meeting the Needs of All Pupils

All pupils are entitled to a broad and balanced curriculum that meets their needs. History is taught in class groups with all pupils included. All our teachers know the pupils in their class and their differing needs very well. They plan and adapt lessons to help all pupils know and remember more so they make very good progress.

Some pupils, including those with special educational needs or disabilities, or those with English as an additional language, may need extra support to access, understand and remember key concepts. For these pupils, teachers use a range of effective strategies, whilst promoting independent learning as far as possible. These may include

- adapting and scaffolding pupil activities and resources
- focussed additional support from an adult in class
- extra pre learning or overlearning of key knowledge before or after the lesson.

Some pupils very quickly grasp the main concepts being taught and are able to think more deeply to extend their learning. To ensure they reach their full potential, teachers may:

- set more complex activities that require thinking at greater depth
- ask pupils to apply their knowledge to a different situation
- go further by asking them to explain their thinking to others or present their findings to a group.

Homework

Sometimes homework is given to extend or consolidate pupils' knowledge. Pupils may take their knowledge organisers home and research an area they have found particularly interesting. They can choose how to present their work; for example, through writing, art, drama, computing etc

High Quality Teaching and Subject Knowledge

To ensure the highest quality teaching and make sure teachers have the subject knowledge they need to meet the requirements of teaching History in their class, teachers (and teaching assistants) receive a range of guidance and support, including:

- latest research and guidance in the best ways of teaching History
- mutual support and discussion with colleagues, including joint planning, team teaching and paired marking
- attending appropriate courses or cluster groups

In addition, the subject leader for History stays up to date with developments in the subject through leadership training, affiliation to The History Association and support from other subject leaders locally and within the LDST.

Assessment (Evaluating the Impact of Teaching)

Teachers constantly assess how far their pupils understand key concepts throughout lessons, mainly through questioning and observation. Quizzes and other games are regularly used to assess how far pupils have remembered learning from the lessons before. Teachers then adapt their teaching to ensure misconceptions or gaps in knowledge are addressed. In addition, they may need to introduce opportunities for more challenge or deeper thinking.

End of Unit Assessments

After assessing pupils' work, teachers decide if they have achieved the objective for the lesson and date the LPDS End of Unit Assessment Page (from the Lancashire Education Authority National Curriculum Assessment Materials-End of Year Objectives) which is glued into the cover of each pupil's book. They may need to assess a few examples of work to ensure pupils have achieved a specific objective. If they know that pupils have achieved the objective, they highlight it too. By the end of the year, this will clearly show which objectives have been achieved and where there may be gaps in pupils' knowledge, which can be addressed in the future.

At the end of every topic teachers assess how far each pupil has understood the knowledge and skills involved. Pupils are assessed overall as either working towards the topic's objectives, meeting the topic's objectives or meeting the topic's objectives at greater depth. This is recorded by the teacher on the Assessment section of the Knowledge Organiser. This assumes that most of the class achieve the objectives and individual pupil names can be added for 'Working at Greater Depth' and 'Working Towards.' This is kept with the teacher's planning.

End of Term Assessments

At the end of every term, teachers evaluate the achievement of each child in their class in History. They record this on a school data base. This helps teachers plan and adapt future lessons. The subject leader collates and analyses assessment data across the school. They pick out trends, strengths and weaknesses across the school and for different classes and groups. This information is shared with senior leaders and governors. All subjects have an action plan and a budget. Analysing pupil achievement helps the subject leader plan for improvements in the subject. This may take the form of targeted training, staff discussion and problem solving to improve an aspect of the curriculum. If analysis shows a particular group of children are underachieving, for example disadvantaged children, further measures are agreed and put in place to address this gap.

End of Year Assessments and Reporting To Parents

End of term assessments are pulled together at the end of each academic year to evaluate each pupils' overall attainment in History. A child's attainment in History is reported to parents through the end of year reports. For pupils in Y1 to Y6 a child's attainment is reported in the following way.

- wts working towards end of year expectations
- exs meeting end of year expectations
- gds meeting end of year expectations at greater depth.

In Reception class History comes under the 'Understanding the World-People and Communities,' area of learning. Each child in Reception is assessed as emerging, expected or exceeding the early learning goals in that area.

An INSET day is allocated towards the beginning of July where class teachers 'handover' their class to the next teacher. They discuss pupil achievement across the curriculum and ways future teaching should be adapted to meet the differing needs of the class.

Monitoring and Evaluation

The subject leader for History monitors the quality of education regularly in accordance with the school's monitoring timetable. This may take the form of :

- learning walks and drop ins, usually with a member of the senior leadership team, and sometimes with a governor.
- book looks. The subject leader looks at a range of books or other evidence across the school, sometimes with senior leaders or an adviser / officer from the LDST or a governor.
- scrutiny of planning, particularly to evaluate coverage and progression within the curriculum as well as the extent to which planning is catering for the range of needs of pupils
- pupil conferencing
- surveys for pupils and/ or staff

Subject leaders have regular support meetings with the senior leadership team where aspects of the subject policy and action plan are monitored and discussed. Resulting actions may emerge with additional leadership support, resources or policy changes implemented. Subject leaders routinely have a teacher appraisal objective linked to an aspect of their subject leadership.

Following all these activities, strengths and areas for development are reported and discussed with staff. Resulting actions are recorded on the subject action plan and reported to governors. At the end of each year the action plan for History is fully evaluated and published. In addition, the subject leader evaluates how far History is meeting our curriculum intent statement. This evaluation feeds into the action plan for the following year. Evaluated action plans and evaluations are reported to the senior leadership team and governors. If, following school self-evaluation, it is agreed that History should be prioritised to significantly strengthen the quality of education, it becomes part of the School Improvement Plan. If this is the case, senior leaders and governors play a far more active role in supporting and monitoring the development of the subject. Additional resources may be targeted as necessary.

Role of Governors (from September 2020)

Every aspect within the School Improvement Plan has an allocated pair of governors. This pair of governors evaluates the activities within this aspect and the impact on the quality of education and pupil outcomes. They meet with subject leaders on a termly basis and review aspects of the subject, including seeing lessons in practice and talking

to children. Their findings are reported to the Local Governing Board. In this way, leaders are held accountable for the aspects they are responsible for and subject leaders are able to access the appropriate support and resources to achieve their aims. If History is not part of the School Improvement Plan for the year, lighter touch monitoring includes governors reviewing the progress of objectives in the action plan.

Appendix 1: Curriculum Map for History

	Autumn	Spring	Summer
Reception	Me (My Family)	Monarchy-British Royal Family	Dinosaurs
Year 1	Kings & Queens Significant People	Toys Culture	Seaside Now and Then: local study Settlement / transport
Year 2	Antarctic Explorers of the Past transport / exploration	Nelson Mandela Significant person	Great Fire of London Settlement
Year 3	Stone Age To Iron Age Settlement / transport / culture and religion	Ancient Egypt Settlement/transport/culture and religion	Shang Dynasty Settlement/transport/culture and religion
Year 4	Ancient Egypt Settlement/transport/culture and religion	Anglo Saxons Settlement / transport / culture and religion	Vikings Invasion/settlement/transport/ Culture and religion
Year 5	Ancient Greeks Empire/settlement/culture and religion	Tudors Empire/settlement/ transport/ culture and religion	Victorians including local study Empire and slavery/transport/settlement
Year 6	World War 1 Empire/settlement/ transport/ culture and religion	World War 2 The Blitz Empire/settlement/ transport/ culture and religion	Mayan Civilisation Empire/settlement/culture and religion