

DRAFT

St George's C of E Primary School

History Policy



Policy Agreed:

Policy Review Date:

Intent

The National Curriculum states that “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.” The National Curriculum goes on to talk about pupils asking perceptive questions, being able to sort and weigh evidence and arguments to development perspective and judgment.

At St George’ we want our children to be interested and excited about events of the past by learning about the past in Britain and the world. We teach the children to evaluate the evidence and the source of the information so that they can learn life lessons about past events that can be applied to their futures.

At St. George’s a typical history lesson will provide the opportunity for all children as:

- Lesson objectives are taken from the EYFS Statutory Framework 2021 and the National Curriculum 2014 statutory guidelines and activities are differentiated.
- Our children have access to high quality lessons that are both challenging and enjoyable.
- We provide our children with a variety of historical opportunities, which will enable them to make the connections needed to enjoy greater depth in learning.
- We fully develop independent learners with inquisitive minds that can evaluate the evidence.

Implementation

Planning: In KS1 we use a thematic approach to teaching history objectives. Each theme is a vehicle for teaching history, geography, art and design and design and technology objectives with relevant and purposeful links made to English, maths, computing, music, PSHE and RE where appropriate.

Children are clear the subject area they are learning is history.

In KS2 a thematic approach is used where purposeful and meets the needs of all subject areas, but subjects may also be covered without being linked to the theme to ensure objectives are adequately met.

Teaching: Teachers at St George’s have the flexibility to teach history in a range of styles using a range of subjects as vehicles for the knowledge and skills to be achieved. This includes drama, reading, writing, maths, art and design, design and technology, computing, PE, music, PSHE and RE. It is made clear to the children that the subject they are learning is history at the beginning of the lesson and throughout.

Each new theme is designed to capture the children’s interest and generate a sense of awe and wonder. Themes will often also include a trip or a memorable experience, planned for in school. These experiences may also link to our ‘11 things children will experience before they leave St George’s Primary School’ but this does not have to be the case for every experience.

History lessons use a variety of sources to provide children with accurate historical data. These include books, websites, photographs, videos and where possible artefacts.

Impact

At St George's we expect that by the end of Y6 our children will meet all of the NC statements of learning. Children will also have a curiosity about the past and be able to use historical knowledge and skills to answer questions about historical concepts and the impact this may have on the future. They should have enthusiasm for the subject and want to take this learning further at the next stage of their education.

Using the Progression of Knowledge and Skills document we can monitor progression within each year group and look at the stage that children have arrived from and where they will be moving to with their history learning.

In order for this to happen, the history leader takes responsibility for the monitoring of the history curriculum and the standards achieved by the children.

This monitoring takes the form of:

1. Lesson observations and feedback;
2. Learning walks and pupil voice conversations;
3. Planning scrutiny followed by support where necessary;
4. History 'book looks' on a regular basis.

Teaching and Learning

There are five key historical learning strands that the children will explore over the course of their education at St George's Primary School:

- Chronological awareness.
- Knowledge and understanding.
- Interpretation of history.
- Historical enquiry.
- Organisation, evaluation and communication of information.

As pupils develop these skills in a range of contexts, so too will they develop the ability to be independent learners, using the key historical skills they have gained to analyse, question and compare sources of evidence to form their own judgements about the past. Learning from these strands helps children to foster an enthusiasm and sense of curiosity about the past, encouraging pupils in their first steps towards being life-long learners. The learning intention for each lesson is informed by the EYFS Statutory Framework 2021 and the 2014 National Curriculum. Teaching and learning in history is supported by a wealth of resources and comprehensive knowledge organisers that the children refer to regularly. Programmes of work are embedded with key knowledge, which itself has been mapped, along with key skills, to support affective assessment and ensure progression across the school.

Assessment

Assessment for learning is continuous throughout the planning, teaching and learning cycle. Key historical knowledge is taught to enable and promote the development of children's historical enquiry skills. Assessment is supported by use of the following strategies:

- Observing children at work, individually, in pairs, in a group and in class during whole class teaching.
- Using differentiated, open-ended questions that require children to explain and unpick their understanding.
- Providing effective feedback, to engage children with their learning and to provide opportunities for self-assessment and consolidation.
- Book moderation and monitoring of outcomes of work, to evaluate the range and balance of work and to ensure that tasks meet the needs of different learners, with the acquisition of the pre-identified key knowledge of each topic being evidenced through the outcomes.

Planning and Resources

Existing, history resources are stored centrally and are organised into themes. The library contains a good supply of history books to support children's individual research. Teachers have identified the key knowledge that is being taught, as well as the skills that are being developed across each theme over a 2-year cycle. These are outlined on the history curriculum map, which makes explicit links to the 2014 National Curriculum and the EYFS Statutory Framework 2021. Key vocabulary is also identified and shared with children via knowledge organisers. Cross curricular outcomes are also identified prior to teaching and these are evidenced through outcomes of work, as well as being stated explicitly in planning.

EYFS

Early years explore historical themes and content through the Understanding of the World strand of the EYFS Statutory Framework 2021. This involves guiding children to make sense of their physical world and their community through opportunities to explore, observe and find out about people, places and time. Their communication and language skills are also supported within the context of history through quality conversations with adults and peers within a language-rich environment. They are assessed according to the Development Matters Attainment targets.

KS1 and KS2

During Key Stage 1, children begin to develop an awareness of the past, using common words and phrases relating to the passing of time. They start to know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. They demonstrate a growing confidence and accuracy when using commonplace historical vocabulary. Through literacy and drama, children become able to ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. Children start to use, and begin to evaluate, some of the ways in which we find out about the past and identify different ways in which it is represented. Children are taught to identify changes within living memory, by examining how toys and entertainment have changed within living memory and what this reveals about changes in national life.

Children also investigate events beyond living memory, to develop a growing sense of chronology and awareness of time and changes over time. As part of this focus children will study the Great Fire of London and how toys have changed over time. We will also study the lives of significant individuals in the past who have contributed to national and international achievements.

Throughout Key Stage 2, pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the

periods they study. This sense of understanding of chronology will be referred to throughout this Key Stage so that children become secure in their understanding of important historical events and eras, trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically-valid questions about change, cause, similarity and difference, and significance. Children will learn to select, organise, review and present relevant historical information. Children will begin to understand how our knowledge of the past is constructed from a range of sources and that sources need to be carefully evaluated.

Equal Opportunities

At St George's Primary school, we are committed to providing a teaching environment which ensures all children are provided with the same learning opportunities regardless of social class, gender, culture, race, special educational need or disability. Teachers use a range of strategies to ensure inclusion and also to maintain a positive ethos where children demonstrate positive attitudes towards others. Support for specific individuals is well considered and planned for, with consideration given to how greater depth and further challenge can be provided for and demonstrated by children who require further challenge.

Inclusion

All pupils are entitled to access the history curriculum at a level appropriate to their needs. To ensure inclusion, teachers use a range of strategies in line with the school's inclusion policy. Independent tasks, as well as teaching, are also well-adapted to ensure full accessibility, as well as to provide appropriate challenge to different groups of learners. The school makes full use of additional adults who are deployed effectively to ensure that identified children are able to make progress in each curriculum area, according to their full potential.

Teaching takes account of children's own interests to ensure topic relevance to all individual learners. Opportunities for enrichment are also fully utilised, to ensure a fully inclusive and engaging history curriculum and this is supported through a number of links with places of historical interest in the immediate and wider locality.

Role of the Subject Leader

The coordinator's responsibilities are:

- To ensure a high profile of the subject.
- To ensure a full range of relevant and effective resources are available to enhance and support learning.
- To model the teaching of history
- To ensure progression of the key knowledge and skills identified within each unit and that these are integral to the programme of study and secure at the end of each age phase.
- To monitor books and ensure that key knowledge is evidenced in outcomes, alongside and supported by SLT
- To monitor planning and oversee the teaching of history
- To lead further improvement in and development of the subject as informed by effective subject overview

- To ensure that the history curriculum has a positive effect on all pupils, including those who are disadvantaged or have low attainment
- To ensure that the history curriculum takes account of the school's context, promotes children's pride in the local area and provides access to positive role models from the local area to enhance the history curriculum
- To ensure that approaches are informed by and in line with current identified good practice and pedagogy