

History Policy



St Michael's C.E. (VC) First School

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1. Vision

We strive to provide a high-quality history education that will help pupils gain a coherent knowledge and understanding of Britain's past and that of the wider world. We want to inspire pupils' curiosity to know more about the past so they 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.

2. Aims and Objectives

2.1 Intent

At St. Michael's C.E. First School we strive to provide a high-quality, engaging history education that helps pupils to develop an appreciation, coherent knowledge, understanding and interest for the past. Our intention is to ensure that every pupil has a strong cultural and historical understanding of Britain and of the wider world around them, including that of their own heritage. We want to inspire pupils' curiosity to know more about the past so they ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. We believe 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.

At St Michaels we recognise that History is an excellent chance to offer opportunities to help children to avoid stereotyping and to prevent prejudice. We endeavour to make sure that the people, events and issues we study enables pupils to understand, respect and celebrate difference and diversity.

The National Curriculum for History aims to build upon the Early Years Foundation Stage Framework, Understanding the World, (See Curriculum Overview) and ensures 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.

2.2 Implementation

At St. Michael's C.E. First School our planning is taken from the National Curriculum. From this we have created long term planning outlining which historical topics should be taught and when. Careful consideration has been given to ensure that progression is made within the History Curriculum, creating new connections and building upon previous knowledge. History is taught in specific timetabled lessons but is also used throughout other areas the curriculum, for example creating structured written accounts in English lessons.

To ensure that pupils develop a secure knowledge that they can build on, our History curriculum is organised into a progression model that outlines the skills, knowledge and vocabulary to be taught in a sequentially coherent manner. Pupil's knowledge builds towards clearly defined end points so that everyone knows what we expect our pupils to achieve by the end of each topic for every year group and Key Stage. To meet the educational needs of our school community we have selected the following core knowledge concepts as a focus of our teaching: culture, settlement, transport,

exploration, invasion, empire, religion, civilisation, parliament and peasantry. These are explored in increasing depth as pupils move through the school.

2.3 Impact

At St. Michael's C.E. First School we believe every child should be given equal opportunities regardless of their background, ability or special education needs. We aim to assess the impact of History through termly teacher assessments and regularly pupil voices. By the time the children at leave our school they should have developed:

- A passion for history and an enthusiastic engagement in learning, which develops their sense of curiosity about the past and their understanding of how and why people interpret the past in different ways.
- A respect for historical evidence and the ability to make robust and critical use of it to support their explanations and judgements.
- A secure knowledge and understanding of people, events and contexts from the historical periods covered.
- The ability to think critically about history and communicate confidently in styles appropriate to a range of audiences.
- The ability to consistently support, evaluate and challenge their own and others' views using detailed, appropriate and accurate historical evidence derived from a range of sources.
- The ability to think, reflect, debate, discuss and evaluate the past, forming and refining questions and lines of enquiry.
- A desire to embrace challenging activities, including opportunities to undertake high-quality research across a range of history topics.

2.4 Cultural Capital

According to the national curriculum, cultural capital is the 'essential knowledge that pupils need to be educated citizens, introducing them to the best that has been thought and said and helping to engender an appreciation of human creativity and achievement.' (Ofsted School Inspection Handbook 2019). We are confident that history lessons at St Michael's deliver the knowledge to enable children to function as well-informed individuals who can engage with different aspects of society and thrive in the modern world. Our history curriculum starts with British history but extends to the wider world to broaden children's minds and appreciation of different cultures. Children have access to high quality educational visitors and visits outside of the classroom to spark interest and excitement, bring historical periods to life and increase cultural capital. High quality reading books and secondary sources are available in classrooms so children have the opportunity to research different topics themselves.

3. Roles and Responsibilities

3.1 Subject Leader

Name: Mrs R. Williams-Fenton

The role of the subject leader is to:

- Support quality teaching, planning and assessment
- Monitoring standards of lessons and work in History lessons
- Create, monitor and review an action plan for History
- To liaise with the link governor for History
- To advise and support the headteacher in relation to History.
- Collect evidence of history study across all year groups and abilities
- To keep knowledge and skills up to date in line with changes in National and local policy
- Support other staff in school including Early Career Teachers
- Planning and leading staff meetings
- To lead parent workshops and information sessions as appropriate
- Provide quality resources – replenish year group and central stocks when needed and upload resources onto the shared area
- Ensure that lessons are adapted to ensure all pupils with SEND can succeed and make excellent progress.

3.2 The History Governor

Name:

The History Governor will:

- Help raise awareness of issues in History at the governing board meetings.
- Ensure the school has a clear strategic development plan in History.
- To monitor the quality and effectiveness of the History curriculum across the school.
- Liaise with the History Subject Lead.

3.3 The Headteacher

Name: Mrs Julia Wass

The headteacher will:

- Lead and motivate staff to deliver high-quality teaching and learning experiences.
- Work with the History Lead and History governor to determine the strategic development and implementation of the History Policy throughout the school to ensure teaching standards are high and success is achieved for all pupils.
- Have overall responsibility for the progress made by pupils in History.
- Have overall responsibility for evaluating the provision in History.
- Have an overall responsible for supporting the professional development of teaching and non-teaching staff providing opportunities for training and growth.
- To help support in evaluating the curriculum, teaching and learning of History throughout the school.

3.4 Role of Class Teachers

Each Class Teacher is responsible for:

- Set high expectations which inspire, motivate and challenge pupils.
- Promote good progress and outcomes for all pupils including those with SEND.
- Demonstrate good subject and curriculum knowledge.
- Plan and teach well-structured history lessons.
- Adapt teaching to respond to the strengths and needs of all pupils.
- Make accurate and productive use of assessment
- Manage behaviour effectively
- To ensure a good and safe learning environment

4. Curriculum & Teaching

4.1 History Curriculum Planning

History is topic based. Some topics will have history as their focus whilst others will have elements of history within. The areas that have to be studied have been divided between the year groups chronologically where possible and this has included the Middle Schools.

4.2 Teaching and Learning Style

At St. Michael's we try to bring history alive. This is done through trips, inviting experts in to deliver workshops, or teacher's having drama, based lessons such as a Roman battle. History teaching focuses on enabling children to think as historians. We place an emphasis on examining historical artefacts and primary sources. We recognise and value the importance of stories in history teaching and we regard this as an important way of stimulating interest in the past. We focus on helping children understand that historical events can be interpreted in different ways and that they are encouraged to ask searching questions. We recognise the fact that there are children of different abilities and we provide suitable learning opportunities for all children by:

- Setting common tasks which are open-ended and can have a variety of responses.
- Setting tasks of varying difficulty, enabling all children to work to their full potential.
- Providing a range of challenges using different resources.

4.3 Resources

Resources used at St. Michael's vary depending on the topic taught. They may include;

- Non-fiction books
- Artefacts
- Online interactive resources
- Video clips
- Photographs

4.4 Community Links

The school strive to involve and interact with the local community as much as possible in History. This can be achieved through:

- Inviting local historians or workshops
- Holding history days

- Participating in local historical events to do with the canal, churches, railway or town for example
- The use of our local area to support historical learning

4.5 Health and Safety

History lessons will follow the usual health and safety guidelines. More detailed guidelines will be needed for certain types of drama and for external visits.

4.6 Special Educational Needs

At our school we teach history to all children, whatever their ability. History forms part of the school curriculum policy to provide a broad and balanced education to all children. We enable pupils to have access to the full range of activities involved in learning about history.

SEND

We want to encourage all children to believe they can learn. It is important that all children no matter what their need is, can access a high-quality curriculum that helps them develop a rich understanding of historical concepts and ideas.

4.7 Adaptation and Inclusion

It is the role of all teachers to ensure that history lessons are accessible to all pupils through the use of adaptation. This can be achieved through a variety of ways such as having adapted levels of work, offering scaffolding and the use of classroom support where appropriate. All children will be given the opportunity to flourish regardless of their abilities. Therefore, it is important to use a variety of mediums in the classroom. Work may be presented in a wide variety of ways to ensure that a child's historical understanding is not hampered by a child's writing ability. Opportunities for speaking, drama and art are also incorporated into history planning to meet the needs of all.

4.8 Equal Opportunities

It is vital that all children feel able to participate, contribute and achieve in History. This is ensured by:

- Avoiding stereotyping in relation to the gender or ethnic background of historical people studied
- Making a positive effort to celebrate cultural diversity

4.9 British Values

The history curriculum promotes key British Values enabling children to gain an appreciation of and to learn from events in the past. It enables them to recognize the impact of human decisions on the lives of others.

5. Assessment

By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.

5.1 Formative Assessment

At St Michael's formative assessment is a crucial element in the teaching of History. Within lessons there will be many opportunities for 'Assessment for Learning' (AfL), in order to help measure progress and to improve the learning of children. This may look like the following;

- *Goal Setting* - The children are set clear goals, aims or objectives in lessons. Discussion of these goals play an important part to allowing children to know what they are learning. This is done through sharing a clear learning objective and success criteria.
- *Verbal Feedback* – This is a crucial tool used in every history lesson at St. Michael's. It is used frequently to allow children to know how they are doing and how they can further develop their skills and knowledge.
- *Questioning* – Effective use of open-ended questions is used to assess and to advance a child's level of understanding at St Michael's.
- *Peer Review* – At times it can be appropriate to use peers to help assessment children's work or performance.
- *Self-Review* – At St Michael's this is achieved through self-reviews, quizzes, mind mapping, reflections of their own performance, written work, discussions, and debates.
- *Informal Teacher Assessment* – Informal assessment can be based on observation, discussions, questioning, or written feedback. This enables teachers to adjust their teaching and progress the children's learning.
- *Evaluation* - Teachers will evaluate and reflect upon their own lessons to ensure high quality teaching is delivered.

5.2 Summative

At St. Michael's, in line with the National Curriculum guidance in Key Stage 1 and 2, we do not level children's work in History as there is no statutory requirements to do this. Instead, our teachers report on the progress made in History to parents or carers once a year in the form of the School Report. In order to inform their judgements on the skills and knowledge gained by children over the year, teachers will use the assessment and progression documents to check that the children have made progress and are meeting age related expectations in History at the end of each History topic.

The subject coordinator keeps a portfolio of examples of children's historical learning across a variety of History processes and abilities. Evidence can include copies of children's work, photographs, written comments and pupil interviews.

6. Monitoring and Review

The monitoring of the standards of children's work and the quality of teaching in History is the responsibility of the Subject Leader. It also involves supporting colleagues in the teaching of History; informing staff about current developments in the subject and providing a strategic lead and direction for the subject. The History subject coordinator regularly reviews their action plan and discusses this with the Head Teacher, indicating progress and areas for further improvement.

7. Legislation and Guidance

- Education Reform Act (1988) <https://www.legislation.gov.uk/ukpga/1988/40/contents>
- Education Act (2002) <https://www.legislation.gov.uk/ukpga/2002/32/contents>
- National Curriculum Framework (2014)
https://assets.publishing.service.gov.uk/media/5a7db9e9e5274a5eaea65f58/Master_final_national_curriculum_28_Nov.pdf

8. Links to other documents and policies

- St Michaels First School History Whole School Curriculum Map
- History Intent, Implementation and Impact Statement
- History Action Plan Overview
- SEND Policy
- Equality & Diversity Policy