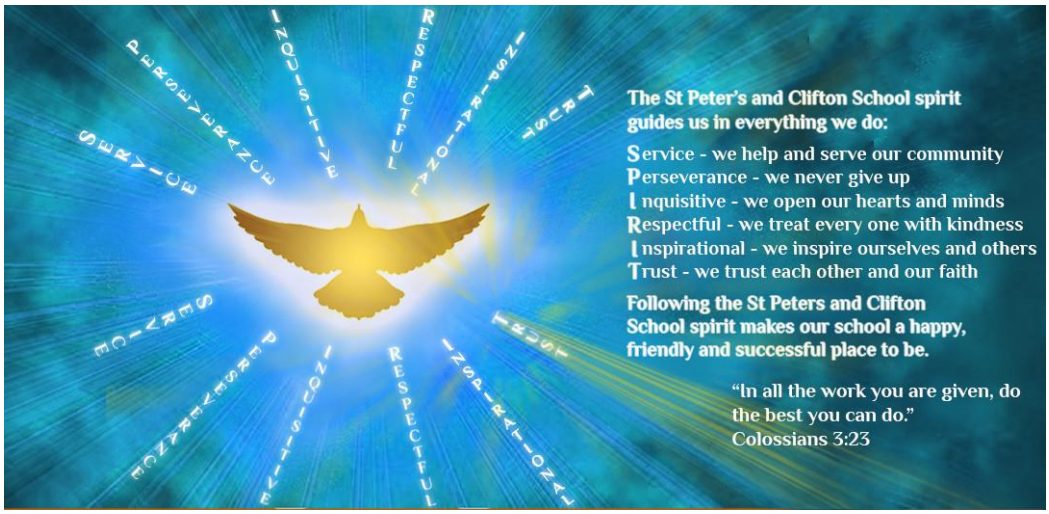
History Policy



1. Curriculum Statement

Our Intent

At Horbury St Peter's and Clifton Primary School, we intend to instil the "St Peter's Spirit" in all our children. The teaching of history in particular encourages our children to be:

Inquisitive

as they open their hearts and minds to the lives of others, past and present, consider thoughtfully how the world around us has changed and never be afraid to ask questions.

How this is implemented across our school

All pupils:

Study units framed around questions, aimed at developing their sense of historical enquiry and impress the naturally inquisitive nature of history learning

- Have exposure and access to a wide range of sources and artefacts to help build a comprehensive understanding of how historical events have impacted the lives of those living at the time and today; to use these sources to understand different representations of the past
- Scrutinise and compare sources; question reliability of information
- Promote, use and encourage appropriate historical terms to broaden our children's vocabulary
- Identify similarities and difference between ways of life in different periods
- Ask and answer question and by KS2 address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.
- Choose and use parts of stories and other sources to show that they know and understand key features of events. By KS2 construct informed responses that involve thoughtful selection and organisation of relevant historical information
- Cover a range if in depth and overview topics to help pupils understand both the long arc of development and the complexity of specific aspects of the content.

2. Teaching and Learning of History

How this is implemented in Foundation Stage

We teach history in foundation as an integral part of the wider topic of each half term. We relate historical aspects of children's learning to the objectives set out in the Early Learning Goal (ELGs) which underpin the curriculum planning for ages 3-5. History makes a significant contribution to children's knowledge and understanding of the world, through child-led activities within the enhanced provision, facilitated and encouraged by open-ended questioning from our team of experienced and highly-skilled EYFS practitioners.

How this is implemented in KS1

As outlined in our implementation aims:

- **Use appropriate vocabulary, begin to understand chronology, recognise similarities and differences, asking and answering questions, and use sources to see different representations of the past, and understanding key features of events.**
- **Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life** (Year 1- Oh I do like to be beside the seaside!; Year 2- Toys and Games)
- **Events beyond living memory that are significant nationally or globally** (Year 2- Land, air and space: the great explorers)
- **The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods** (Year 1-Cold as ice; Year 2- Land, air and space: the great explorers)
- **Significant historical events, people and places in their own locality** (Year 1- Castles, Cold as ice; Year 2- 150 years in Horbury)

How this is implemented in KS2

As outlined in our implementation aims:

- **Develop their chronologically secure knowledge, appropriate use of historical terms, address and devise historically valid questions about change, cause, similarity and difference, and significance, produce informed responses through selection and organisation of relevant historical information, use and scrutinise a range of sources**
- **Changes in Britain from the Stone Age to the Iron Age** (Year 3- Stone Age to Iron Age)
- **The Roman Empire and its impact on Britain** (Year 6- Roman Britain)
- **Britain's settlement by Anglo-Saxons and Scots -**
- T**he Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor** (Year 4- the Vikings Vs The Anglo-Saxons)
- **A local history study :**
  a depth study linked to one of the British areas of study listed above a study over time tracing how several aspects of national history are reflected in the locality (this can go beyond 1066)
  a study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality (Year 4- A history of mining in Horbury)
- **A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066** (Year 5-The Tudors)
- **The achievements of the earliest civilizations Ancient Egypt, Ancient Greece** (Year 3- The Greeks; Year 5- The Egyptians)
- **A non-European society that provides contrasts with British history (**Year 6- The Mayans)

How this is implemented in our planning

At Horbury St Peter's, we follow the 2014 National Curriculum to inform our planning, learning and assessment of History.

Our curriculum planning is broken down into two phases:

- **Long-term planning**

This maps the historical knowledge studied across each year group and key stage. These were constructed by year group teachers, and supported by the subject leader to ensure full coverage

- **Medium-term planning**

These give details of each unit of term, and are broken down into individual lessons, with specific learning objectives and skills covered/developed in that lesson. Our history topics are planned so to develop skills in the five key areas of history (listed below), with progression in these skills mapped from Year 1 to Year 6 in our Progression of Skills document.

Chronological understanding
Knowledge and understanding of past events, people and changes in the past
Historical interpretation
Historical enquiry
Organisation and communication

How this is implemented in each lesson

We use a variety of teaching and learning styles in all our learning. We believe in whole-class teaching methods, and we combine these with enquiry-based research activities. We encourage children to ask as well as answer historical questions. We offer our learners the opportunity to use a variety of sources, historical artefacts, and data to provide purposeful opportunities relevant to their age, experiences and prior learning.

We build on research and enquiry skills through school so that by Year 5 and 6 children are able to research and ask questions more independently. We link history to other areas of the curriculum, such as:

- themed writing pieces in English
- historical topics for guided/whole-class reading
- using computing skills to access sources, and present our findings and historical interpretation

History lessons also enhance other skills for children such as presentation skills, speaking and listening, organising their ideas for informative writing and drama or role-play (where is will enhance learning). Trips and historical visits into school should be purposeful and serve to enhance the curriculum for children through “lived experiences”.

We recognise that there are children of widely different historical experiences and abilities in all classes, and we provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child.

We achieve this by:

- Setting tasks which are open-ended and can have a variety of responses;

- Allowing opportunity to access tasks of increasing difficulty, with the aim of working towards a mastery of the curriculum;
- Providing resources of different complexity, according to the ability of the child;
- Using classroom assistants to support the work of individual children or groups of children
- Allowing opportunities for collaboration between children of all abilities

3. Assessment

How this is implemented in our assessment
Teachers regularly assess progress through observations and children's independent evidence.

Assessment should be process orientated - reviewing the way that techniques and skills are applied purposefully by pupils to demonstrate their understanding of historical concepts. As assessment is part of the learning process, it is essential that pupils are closely involved. Assessment is broken down into;

1) Formative assessments, which are carried out during and following short focused tasks and activities. They provide pupils and teaching staff the opportunity to reflect on their learning and how it is progressing towards the learning objective. This feeds into planning for the next lesson or activity. Evidence can be gathered from books.
2) Summative assessments, which review pupils' ability and provide a best fit 'level'. Independent tasks provide a number of opportunities and scope for pupils to demonstrate their capability throughout the term. Summative assessment should be recorded for all pupils through regular marking of books – showing whether the pupils have met, exceeded or not achieved the learning objectives, which then informs overall achievement within the unit in our Foundation Subject assessment pro-forma.

How we monitor the impact

The monitoring of the standards of children's work and of the quality of teaching in History is the responsibility of the subject leader. The work of the subject leader also involves supporting colleagues in their teaching, being informed about current developments in history and providing a strategic lead and direction for this subject in the school. The subject leader reviews and evaluates planning annually. It involves creation of an action plan with regular, termly review.

This policy will be reviewed at least every three years.

4. Equal Opportunity

We are committed to providing a teaching environment conducive to learning. Each child is valued respected and challenged regardless of ability, race, gender, religion, social background, culture or disability.

5. Inclusion of Children with SEN

We aim to provide a supportive and flexible atmosphere in which all children are enabled to achieve success. This demands that skills required for the task are appropriate for the child. We must be aware of the difficulties such children may experience, provide appropriate resources and be flexible in our approach and expectations, particularly in recording.

6. Role of the Coordinating Team

Training

- Provide support and training for staff in-house, including the planning, teaching, assessing, and evaluating of the history curriculum.
- Provide up-to-date information for teachers on resources in history and new initiatives/schemes.
- Attend history courses

Curriculum

- Complete the Curriculum Map annually.
- Ensure the history curriculum resources available to teachers are of a good standard and a quantity.
- Review the history policy.

Budgeting

- Ensure history resources are tidy and add appropriate resources when necessary.

Signed: Miss Gemma Newton	Date: December 2020