

Horton Park Primary School



Horton Park Primary

We Learn to Succeed

History Policy

History Policy

Mission Statement: We learn to succeed

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.

(National Curriculum 2014)

Intent

Through the study of History, we aim to equip children to develop curiosity and understanding of significant events, times and people. At Horton Park, pupils are encouraged to develop personal interests in the past with an appreciation of human achievements and aspiration. Using embedded skills enhanced over time, it is our intention for the children to understand the effects and impact of the past upon the present, supplementing their cultural currency. Our high expectations provide children of all backgrounds and abilities to cultivate a positive attitude and enthusiasm for history. When leaving us, children will have developed their skills in enquiry, analysis, evaluation and argument – prepared to progress in further historical study.

What do we mean by history?

History is about events that have taken place in the past, about people and countries around the world. Changes occur all the time but there will always be reasons why and the consequences of these changes. There is a significant relationship between the past and the present. Through questioning and enquiring, History will be embedded in everyday life and this awareness should promote responsible citizenship. At Horton Park, we provide a high-quality history education, which endeavours to 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 and the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their place in time.

Why do we think history is important?

History is about events that have taken place in the past, about people and countries around the world. Changes occur all the time but there will always be reasons why and the consequences of these changes. There is a significant relationship between the past and the present. Through questioning and enquiring, History will be embedded in everyday life and this awareness should promote responsible citizenship. At Horton Park, we provide a high-quality history education, which endeavours to 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 and the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their place in time.

Breadth of Study

Through careful planning and preparation we aim to ensure that throughout the school children are given opportunities for:

- Individual, group and whole class discussions and activities.
- Finding mathematical links in History – looking at time lines, statistics/graphs i.e. population, health, etc.
- Working in mixed ability groups.
- Using a wide range of resources.
- Researching through ICT.

Through our creative curriculum approach we also seek to teach History within a topic i.e. Great Fire of London/diary entries. Therefore, our pupils have an understanding of changes in society and how it affects aspects of the rest of the curriculum i.e. Literacy and language.

Teachers Planning and Organisation

Each class teacher is responsible for the history in their class / year group in consultation the history subject leader.

The approach to the teaching of history within the school is based on three key principles:

- A block of history lessons to be taught once per term.
- This unit of work to be taught as a block over two days, bringing in links to English, reading, mathematics and geography.
- Each class organises a block or weekly sessions during creative time. Teachers of the EYFS ensure the children learn through a mixture of adult led activities and child initiated activities both inside and outside of the classroom.

Medium Term/ Short term planning

Parallel class teachers are responsible for creating and history medium term planning half termly. It is planned as a unit of work and collected by the history lead for monitoring.

EYFS planning is based on the medium term plans and delivered as appropriate to individual children with thought to where the children are now and what steps they need to take next.

Inclusion

The history lessons are inclusive to pupils with special educational needs.

Where required, children's Personalised Provision Plans will address targets. These targets may be worked upon within the lesson as well as on a 1:1 basis outside the history lesson.

Within the history lesson, teachers must provide opportunities for both mixed ability and independent activities linked to the core themes. These activities should provide appropriate challenge for all pupils and offer differentiated opportunities for children with special educational needs. It is vital that all children are challenges at a level appropriate to their ability.

Greater Depth / More Able

More able pupils are those who are achieving or have the potential to achieve the higher standards in any academic subject including the arts, sports and drama by the end of each Key Stage. This may include those children who, for whatever reasons, may be currently underachieving. At Horton Park we define the higher standards as those set by the Department for Education in collaboration with the Standards and Testing Agency.

Mastery of the curriculum requires that all pupils:

- can analyse, study and investigate historical features and facts.
- can evaluate and apply history to solve problems and use prior knowledge to help with understanding.
- can articulate and justify answers, arguments and opinions.
- can question and reflect on their own values and opinions.
- can transfer coherent 'powerful knowledge' to other areas both inside and outside the curriculum.

Developing mastery with greater depth is characterised by pupils' ability to:

- learn subject-specific vocabulary, use it accurately and are able to define words; reason, argue and think logically, showing an ability to manipulate abstract symbols and recognise patterns and sequences
- ask and answer deep questions when given time contribute to peer discussions and debate
- attainment is significantly and consistently above average
- explore independently beyond the given breadth of a History topic
- demonstrates high level of discussion and debate
- can work independently and effectively
- can build up and extend specialist vocabulary
- evaluate different viewpoints, attending to and building on the contributions of others with confidence

Equal Opportunities – refer to Equal Opportunities Act 2010

We incorporate history into a wide range of cross-curricular subjects and seek to take advantage of multi-cultural aspects of history. We ensure that all children are able to fulfil their potential regardless of race, religion, disability or gender.

Pupils' Record of Work

Children are provided with different opportunities for recording their ideas such as written, speaking activities, presentations and artwork. Children are encouraged to work mixed ability within a group setting as well as working independently. All children are encouraged to work tidily and neatly when recording their work, adhering to the Handwriting Policy.

EYFS record informally within the setting. For example:

- On the playground
- On whiteboards
- Pictures created by the children
- Staff in Foundation use photos to ensure records of each child's achievements are maintained.

Marking

Marking of children's work is essential to ensure they make further progress. All work is marked against success criteria, in line with the school marking policy, and includes 'Now' steps. Work is to be marked once completed before a child starts the next piece of work in accordance with the school marking policy. Children are encouraged to self-evaluate their work and given time to respond to the 'Now' steps. Children in KS2 are encouraged to provide a 'Top Tip' after the completion of work if this is appropriate.

Pupil Achievement and Feedback

Teachers make regular assessments of each child's progress and record these systematically. A record of each child's attainment against the key objectives for the appropriate year group is recorded at the back of the books where children will have targets each half term.

Short term

Children's class work is assessed frequently through:

- regular marking
- analysing errors
- questioning
- discussion
- plenaries

This is used to inform future planning and teaching. Lessons are adapted readily and short term planning is evaluated and annotated in light of these assessments. The teachers update their findings regularly using Classroom Monitor and this will be used to monitor progress during half termly pupil progress meetings.

Long term

Data to be analysed twice a year to demonstrate teaching, learning and progress towards the end of the key stage. Teachers should update their findings regularly using Classroom Monitor.

Reporting to Parents

The annual report to parents will include information re: progress and attainment and future targets in the subject.

Monitoring and Evaluation

Monitoring will be carried out by the history subject leader as follows:

1. **Auditing Planning:** Access to all planning, relating planning to the National Curriculum and evaluating appropriateness. Also through formal and informal classroom observations when prioritised on the School Improvement plan.
2. **Monitoring of work:** Analysis of pupil's work in work scrutiny and discussions with pupils and class teachers.
3. **Monitor the Quality of teaching:** Analysis of planning related to the Framework and classroom observations re. Effectiveness of planning in practice.
4. **Auditing Resources:** Annual risk assessment and ongoing evaluation of resources. Monitor use of resources.

The subject leader will:

- Lead by example showing a thorough understanding of the subject
- Offer support to teachers in assessment, planning, teaching and delivery
- Work alongside the Headteacher to monitor and evaluate teaching and progress
- Identify training and development needs, plan and deliver training.
- Resource history throughout school, prioritising spending in consultation with staff and in accordance with the subject action plan and SIP.

Children will be encouraged to:

- Enjoy history and see its impact and relevance to life and British Values.
- Understand what their next steps are, and be able to evaluate their progress towards them.
- Use historical vocabulary with confidence.
- Use their knowledge to present findings with confidence.
- Showcase and present findings.

Parents will:

- Be encouraged to develop positive attitudes to history and actively support their children when topic homework is given
- Be well informed of their children's progress through annual reports and parents meetings.

Review Process

Headteacher reports outcomes of monitoring and evaluations to the Governing body half termly. Headteacher, Deputy Head / history subject leader monitor delivery in practice and related planning; feeding back outcomes and development points to staff as appropriate.