

Fulwood and Cadley Primary School



History

Policy

Date of Policy: September 2021

Review Date: September 2022

Subject Leader: Mrs D Duckworth

School Vision and Ethos

‘Wish It. Dream it. Do it. Be Unique’

At Fulwood and Cadley, our children are confident, courageous, fearless learners who, through our creative and inspiring curriculum, are enriched with opportunities to develop their skills: socially, emotionally and academically. Enriched learning experiences develop real life skills, technological expertise and emotional intelligence, which are underpinned with the promotion of a positive-growth mind-set throughout the curriculum and beyond. Pupils are resilient, determined, independent and show perseverance to overcome any challenge now and in the future.

History Statement of intent

In History at Fulwood and Cadley, we aim to inspire our pupils’, we want our children to become historians. Through the use of primary and secondary resources, experiences through virtual links to museums, historical places and through visitors, our children will be equipped to ask perceptive questions, think critically, weigh evidence, sift arguments and develop perspective and judgements. We want our children to understand the complexity of people’s lives, the process of change, the diversity of societies and how all of this has shaped this nation and how Britain has influenced and been influenced by the wider world. As a school, we strive to embed four core fundamental areas within our teaching and learning of history, which are; to use evidence to find out about the past, to build an overview of world history, to understand chronology and to communicate historically.

Legal framework

This Policy will have regard to the National Curriculum Programme of Study and the Early Years Foundation Stage (EYFS) Statutory Framework (March 2021)

Roles and responsibilities

The **leader of history** is responsible for the strategic leadership of their subject within the school curriculum. This may include specific roles or responsibilities such as:

- Preparing policy documents
- Reviewing curriculum implementation through effective whole school planning

- Keeping up-to date with latest research and shifts in education, reviewing changes to the National Curriculum and advising on its implementation.
- Monitoring the learning and teaching of history, providing support through coaching or team teaching for staff where necessary.
- Ensuring the continuity and progression of skills from year group to year group.
- Encouraging staff to provide effective learning opportunities for pupils, including deepening understanding through enrichment and wider experiences.
- Helping to develop colleagues' expertise in the subject
- Organising the deployment of resources and carrying out an annual audit of all history resources.
- Liaising with teachers across all phases.
- Communicating developments in the subject to all teaching staff.
- Leading staff meetings and providing staff members with the appropriate training.
- Organising, providing and monitoring CPD opportunities in the subject.
- Ensuring common standards are met for recording and assessing learning.
- Advising on the contribution of history to other curriculum areas, including cross-curricular and extra-curricular activities.
- Collating assessment data and setting new priorities for the development of history in subsequent years.

The **classroom teacher** is responsible for:

- Acting in accordance with this policy.
- Ensuring progression of pupils' historical skills, with due regard to the national curriculum.
- Planning lessons effectively, ensuring a range of teaching methods are used to cover the content of the national curriculum.
- Liaising with the History leader about key topics, resources and supporting individual pupils.
- Monitoring the progress of pupils in their class and reporting this on an annual basis.
- Reporting any concerns regarding the teaching of the subject to the History leader or a member of the senior leadership team (SLT).
- Undertaking any training that is necessary in order to effectively teach the subject.

Implementation (teaching and learning, cross curricular links, planning and home learning and key skills and knowledge)

The subject matter covered in history reflects the requirements of the Early Years Foundation Stage (EYFS) Statutory Framework which came into effect in March 2021 and the National Curriculum, which came into effect on 1 September 2014.

EYFS

(Past and Present Early Learning Goal)

Children at the expected level of development will:

- Talk about the lives of the people around them and their roles in society;
- Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class;
- Recall some important narratives, characters and figures from the past encountered in books read in class.

National Curriculum

The aims of the history curriculum are to ensure pupils:

- Know and understand the history of the UK, and how it shaped the world, as a coherent, chronological narrative, from the earliest times to the present day.
- Know and understand significant aspects of the history of the wider world, such as ancient civilisations; empires and past non-European societies 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 these to analyse.
- Understand the methods of historical enquiry such as using evidence to support arguments.
- Gain a historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history.

Key Stage 1

Pupils should be taught about:

- Changes within living memory and changes in national life.

- Events beyond living memory that are nationally or globally significant.
- The lives of significant individuals in the past who have contributed to national and international achievements.
- Significant historical events, people and places in their own locality.

Key Stage 2

Pupils should be taught about:

- In relation to Britain; the Stone Age to the Iron Age, the Roman Empire, the Anglo Saxons and Scots, the Vikings to the time of Edward the Confessor.
- The earliest civilisations.
- Studies on local history, an aspect of British history beyond 1066, Ancient Greece, a non-European society such as Baghdad c. AD 900 and another ancient civilisation.

Cross-curricular links

Wherever possible, the History curriculum will provide opportunities to establish links with other curriculum areas.

English

History contributes to the teaching of English in our school by actively promoting the skills of reading, writing, speaking and listening.

Children develop orally through discussing historical questions or presenting their findings to the rest of the class.

They develop their writing ability by composing reports and letters and through using writing frames.

History based texts are sometimes used in English lessons and in guided reading sessions.

Maths

In History, children learn to use numbers when developing a sense of chronology through doing activities such as time-lines.

Roman numerals are also taught as part of the maths curriculum.

Geography

In History, children use maps to identify where certain countries related to their history topic are.

They may identify on maps where certain events started or where they ended.

Spiritual, moral, social and cultural development (SMSC)

History helps pupils develop a respect for other pupils' abilities. Working in groups encourages collaboration and gives pupils the opportunity to learn from each other and share ideas and feelings.

Teaching History offers opportunities to support the social development of pupils through the way they are expected to work with each other in lessons.

Teaching and learning

Pupils will be taught to describe key characteristics and associated processes in common language, as well as understand and use technical terminology and specialist vocabulary. Pupils will undertake independent work, and have the opportunity to work in groups and discuss work with fellow classmates.

Lessons will allow for a wide range of historical enquiry-based research activities, including the following:

- Undertaking historical enquiries
- Making accurate observations.
- Asking and answering questions.
- Using primary and secondary sources to support analysing and interpreting evidence and drawing conclusions.
- Recognising patterns and identifying relationships.
- Predicting and applying knowledge to differing contexts.

The **classroom teacher**, in collaboration with the **history leader**, will ensure that the needs of all pupils are met by:

- Setting tasks which can have a variety of responses.
- Providing resources of differing complexity according to the ability of pupils.
- Setting tasks of varying difficulty depending on the ability group.
- Utilising teaching assistants to ensure that pupils are effectively supported.

Opportunities for outdoor learning, trips and visitors will be provided wherever possible to further the children's learning in History.

Planning

At Fulwood and Cadley, an overview of the teaching of the history curriculum can be found on the medium term planning which highlights national curriculum objectives and the key progression of historical skills across the school. Medium term planning also details a summary of the unit of work and the intended outcome. Individual planning is at the teacher's discretion as we trust our teachers to plan in a way that best suits their personal style however, within planning, key non-negotiables must be identified which consist of:

- Teachers will use the key learning content in the DfE's statutory guidance 'National curriculum in England: history programmes of study'.
- Lesson plans will demonstrate a balance of interactive elements used in teaching, ensuring that all pupils engage with their learning.
- Long-term planning will be used to outline the units to be taught within each year group.
- Medium-term planning will be used to outline the national curriculum skills covered and skills progression that will be taught in each unit of work, as well as highlighting the opportunities for assessment. Medium term plans will identify main learning activities and overall outcome
- Medium-term plans will be collated by the curriculum leader and shared with the History Leader to ensure there is progression between years.
- Short-term planning will be used flexibly to reflect the objective of the lesson, the success criteria and the aim of the next lesson.
- Short-term planning is the responsibility of the teacher. This is achieved by building on their medium-term planning, taking into account pupils' needs and identifying the method in which topics could be taught.
- All lessons will have clear learning objectives, which are shared and reviewed with pupils and will ensure there is an opportunity to develop limitless learning and provide challenge.

Impact (assessment and reporting and monitoring and review)

Assessment and reporting

Pupils will be assessed and their progression recorded in line with the school's Assessment Policy. This includes formative assessment of key skills and a summative assessment at the end of a unit of work.

Throughout the year, teachers will plan on-going creative assessment opportunities in order to gauge whether pupils have achieved the key learning objectives.

Assessment will be undertaken in various forms, including the following:

- Talking to pupils and asking questions
- Discussing pupils' work with them
- Marking work against the learning objectives
- Specific assignments for individual pupils
- Observing practical tasks and activities
- Pupils' self-evaluation of their work

Formative assessment of the above skills **should take place frequently** after each lesson or unit of work taught. This is to be **evidenced on O-Track** and used to inform future teaching and learning.

Summative Assessment will take place at the **end of each term** and will be a cumulative judgement based on all skills taught to date. This is to be **evidenced on O-Track**.

Equality

Learning will be tailored for pupils with special educational needs and disabilities and their progression will be assessed by the school SENCO.

- Teaching will provide equality of access for all pupils
- Teaching will promote and celebrate the contribution of different cultures
- Teaching and learning will provide educational visits and extended learning opportunities that involve all pupil groups and enrich pupils learning experiences, investing in individual cultural capital
- Lessons and resources will reflect the reality of a culturally diverse society and explore cultures from around the world with respect.
- Teachers will take account of the performance of all pupils when planning for future learning and setting challenging targets, using on-going formative assessment to establish starting points and next steps
- We will meet all pupils' learning needs including the more able by carefully assessed and administered programmes of work
- A ceiling is never placed on any child's learning regardless of ability through the opportunity to engage in differentiated tasks, independently selected by the child, therefore developing child-initiated learning and empowerment to make choices for themselves.
- In History, teachers will strive to provide an environment in which all pupils have equal access to all facilities and resources
- All pupils are encouraged to be actively involved in their own learning and develop a positive self-perception in relation to themselves as a learner

- A range of teaching methods are to be used throughout the school to ensure that effective learning takes place at all stages for all pupils

Monitoring and review

This policy will be reviewed on an annual basis by the history leader.

The history leader will monitor teaching and learning in the subject as part of peer review days, ensuring that the content of the national curriculum is covered across all phases of pupils' education and that there is a clear progression of skill development across key stages and year groups.

Any changes made to this policy will be communicated to all teaching staff.

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