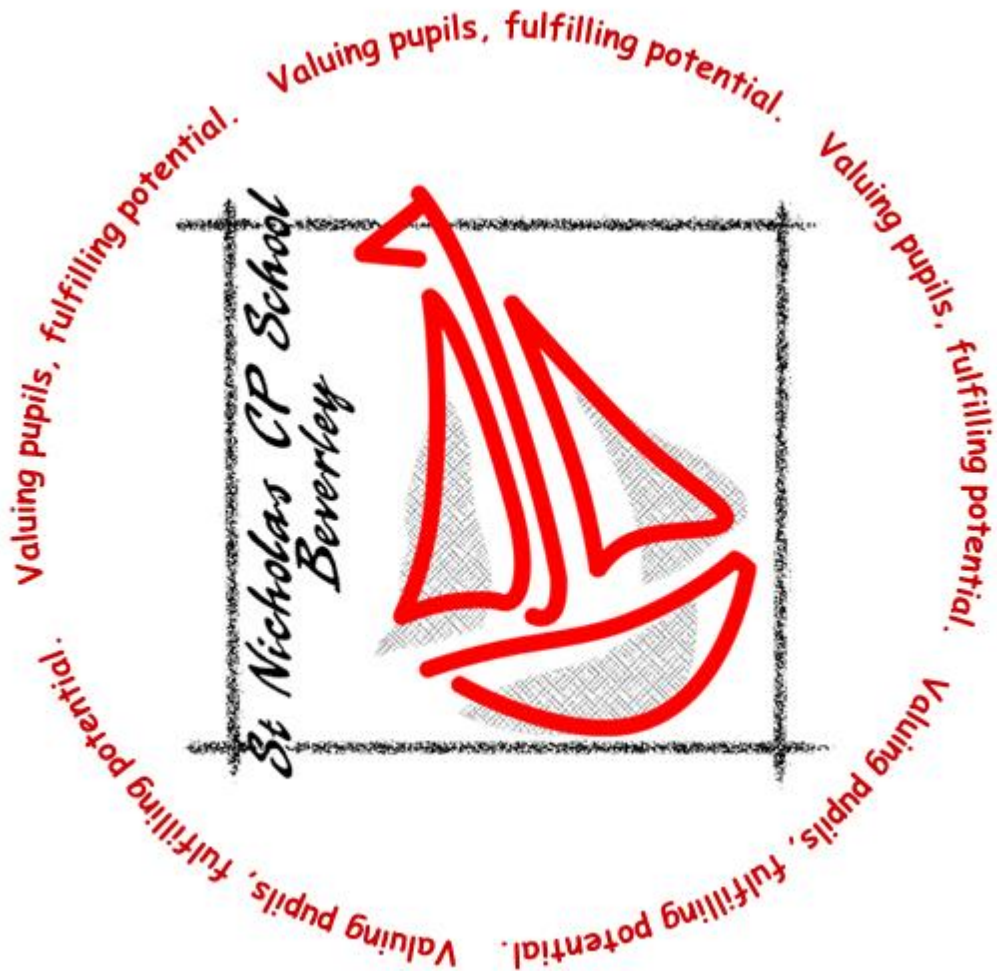


History Policy

Beverley St Nicholas Primary School



Reviewed November 2022

Curriculum Intent Statement

To build a History curriculum which develops learning and results in the acquisition of knowledge and skills which enables children to enquire, research and analyse in History. Children will know more, remember more and understand more. To design a history curriculum and scheme of work with appropriate subject knowledge, skills and understanding as set out in the EYFS and National Curriculum History Programmes of study To fulfil the duties of the National Curriculum whereby schools must provide a balanced and broadly-based curriculum which promotes the spiritual, moral, cultural, mental and physical development of pupils and prepares them for the opportunities and responsibilities and experiences for later life.

2. Implementation

- Knowledge Organisers: Children have access to key knowledge, language and meanings to understand history and to use these skills across the curriculum.
- Working Walls: History Working Walls throughout school focus on key knowledge, vocabulary and questions and exemplify the terminology used throughout the teaching of History, BV and SMSC, and enable pupils to make links across the wider curriculum.
- Subject specific vocabulary: Identified through knowledge organisers and working walls and highlighted to the children at the beginning of lessons and revisited through class assemblies and knowledge quizzes.
- Big picture and daily review: New history learning is put into the context of the big picture of history learning throughout school, and a daily review of immediate previous learning in the subject.
- Provision in EYFS: Children are given a secure grounding in the Prime Areas of learning, ensuring they have a good foundation on which to build through the specific areas, including understanding the World. Areas of provision are enhanced to ensure vocabulary understanding and extension, and develop understanding of the past, present and the difference between the two
- Books: Children will have constant access to a wide variety of subject specific fiction and non-fiction books, available in history lessons, other lessons and in the class book area
- Use of artefacts: Where possible we use artefacts for children to explore and investigate. We believe that handling real objects enhances the children's historical knowledge, understanding and skills.
- Use of sources / bias: We aim for children to recognise that bias exists in some form in all historical sources, and this needs to be accounted for in their interpretation of evidence.
- Assessment: Class teachers assess children's understanding in history and this is then recorded on Educater. This data is then analysed to improve the children's learning in history.
- Outdoor learning: We recognise that children learn in a variety of ways, and so where appropriate, children will learn history outside the classroom.
- Approaches to teaching: A wide variety of teaching approaches are used in history lessons to ensure children make good progress, and all learning styles are catered for. Class teachers ensure there is a good balance of whole class, group work, including Kagan structures, and individual learning in history lessons.
- Consistent teaching sequence: History lessons will follow a clear and consistent teaching sequence, including putting the learning in the big picture, placing of the history being studied in the chronological context of previous learning, using the class timeline, a daily review, a brief review of learning covered in previous lesson/s, specifying key vocabulary to

be used and its meaning, conduct historical enquiry using a variety of sources and / or artefacts, pupils interpreting their findings and communicating their historical knowledge and understanding appropriately, before evaluating their learning and comparing with other historical periods studied as appropriate. · Learning environment: The learning environment is designed to ensure children develop their history knowledge, and continue to know more and remember more. Knowledge walls are key drivers to this, with teachers making reference to them during lessons and at other regular times during the week, including during knowledge quizzes.

- Research: Children will be asked to research historical aspects of their learning independently. This allows the children to have ownership over their curriculum and lead their own learning in history.
- Basic skills: English, maths and computing skills are taught during discrete lessons but are revisited in history so children can apply and embed the skills they have learnt in a purposeful context. · Cultural Capital - We plan visits, visitors and involvement in the community activity to provide first-hand experiences for the children to support and develop their learning. This is often linked to history. We recognise that to have impact the planned cultural capital must be clearly linked to the statutory historical knowledge to be acquired and provide the opportunity for children to better understand the knowledge or apply what they already know.
- Open Mornings: These will celebrate and raise the profile of what is being taught in history throughout school.

3. Impact

- Children will know more, remember more and understand more about history.
- Children will be able to articulate what history is as a subject and what being a Historian means.
- Children will understand and use the key skills of chronological understanding, Knowledge and understanding of events in the past, historical interpretation, historical enquiry and organisation and communication.
- The large majority of children will achieve age related expectations in history. · As historians children will learn lessons from history to influence the decisions they make in their lives in the future.
- Children will develop aspirations towards careers based on history. They will have an understanding of the types of history based jobs that are available. They will make connections between doing well at school and gaining interesting and meaningful employment. · Open Mornings will engage children and give their learning a sense of purpose. Sharing it with their parents will deepen understanding and heighten interest.

4. Planning and Progression

We plan using the National Curriculum. We enhance the curriculum using progression grids which map out the skills and knowledge children gain in each year group from EYFS to Year 6. Subject progression grids are used to develop long and medium term plans. Teachers use medium term plans to cover each unit of learning in the two year cycle. These plans indicate the rationale behind teaching, the learning objectives, key vocabulary and what learning opportunities will take place.

5. Teaching and Learning Pedagogy

The aim of our children to become better historians who will remember more, know more and understand more about history. In history, like all other subjects, we recognise the importance of the methods and practice of teaching (the pedagogy) we choose to use in enabling pupils to know more, understand more and remember more. In history, the following approaches will be used, and be evident in pupils' books, in order to ensure that the history learning opportunities are as effective as possible and that pupils progress throughout the year and across year groups during their history experiences in school:

- Direct teacher instruction; modelling of skills and techniques; demonstration
- Inquiry-based learning; outdoor learning
- Teacher modelling; questioning; mix of individual, paired and group instruction
- Pupil-led learning; opportunities to showcase learning
- Being introduced to the key vocabulary that a historian would use; defining the key vocabulary that a historian would use; high expectations of pupils 'talking' like a historian; high expectation of pupils researching, interpreting and presenting like a historian

6. Assessment

At Beverley St Nicholas assessment in history comprises of teacher assessment during the delivery of lessons. Children are given tasks linked to the knowledge and skills laid out in the school's progression maps and they assessed against these. It is the responsibility of each individual class teacher to implement this through planning activities linked to the history National Curriculum. At the end of each term teachers judge children against these criteria using the school's assessment system Educator. This data is then analysed by the history subject leader.

7. Resources

Artefacts from different time periods in history, non-fiction and fiction books, photos, archaeological equipment, timelines. The school has subscribed to 'Key Stage History,' a website with a wealth of resources for children from Year 1 - 6 and adults. Staff will use these resources to plan active learning opportunities and provide challenge.

8. Equal Opportunities and Inclusion

All pupils are entitled to access the history curriculum at a level appropriate to their needs. At Beverley St Nicholas 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. 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. 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.

9. Co-ordinator Responsibilities

The History subject leader is responsible for:

- Monitoring the teaching and learning of history.
- Overseeing and implementing the history policy.
- Writing an annual action plan for the School Development Plan and evaluating progress throughout the year.
- Attending training and providing staff with appropriate feedback and CPD.
- Attending courses to keep knowledge up to date and feedback to staff upon return. Each class teacher is responsible for delivering history to their class.

10. Parental Engagement and Reporting to Parents

It is the aim of the school to involve parents as much as possible in their children's education. Parents are regularly invited to work alongside their children in the classroom. Curriculum letters are sent home every term detailing learning content in history. Key historical vocabulary for each area of learning is also included as are texts that can be used to support learning. Parents are kept informed regularly of their child's progress, both formally and informally. Class Dojo is used by all staff to share different learning opportunities.

In history parents and other relatives can contribute by bringing their memories, artefacts and knowledge to the children and their lessons.

11. Policy Review

Policy Reviewed: November 2022

Review Date: November 2023