

## Deal Parochial Primary School

Kindness, Trust, Friendship, Respect, Courage, Forgiveness



### **Vision statement**

Our School is built on the teachings of the Bible and inspired by The Gospel Values of Faith, Hope and Love.

Our Christian ethos is upheld by respecting humanity fostered through our community that is welcoming, inclusive and forgiving.

Together we flourish through courageous learning, friendships and generosity. **TO BE THE BEST THAT I CAN BE – THE WAY GOD INTENDS**

**Subject Leader: Megan Rolph**

**Updated June 2022**

## **History Policy**

### **Rationale**

This policy details the provision we make for the learning and teaching of History at our school and in particular:

- The value the school attaches to the learning and teaching of History and working historically as an entitlement for all our pupils;
- To provide a framework and terms of reference for all staff engaged in facilitating the learning and teaching of History with our pupils and in particular to ensure consistency of standards across the school;
- How the curriculum is organised to ensure breadth, balance, continuity and progression in subject outcomes;
- The preferred learning styles we encourage to engage and motivate pupils in History;
- How the curriculum is organised, monitored and evaluated on a regular and ongoing basis;
- How pupils are routinely assessed through ongoing formative methods.
- To clarify that the implementation of this policy is the responsibility of all staff engaged in the learning and teaching of History.

### **Purpose**

The purposes of this policy are to:

- Highlight the importance and value our school attaches to pupils learning History and to develop as young historians;
- Recognise and establish an entitlement to learning and teaching in History for all our pupils as a statutory educational requirement;
- Make explicit our expectations in terms of subject outcomes and performance for pupils in History as they progress through the school;
- Ensure continuity and progression in terms of subject knowledge and skills application.

- Clarify how we will assess, record and communicate the performance of our pupils in History as they progress through the school;
- Outline the approach to learning and teaching History our school has adopted through outcomes focused and key question led enquiries which are relevant, meaningful and rigorous.

### **The value of History within our curriculum**

*Engaging children and young people in investigating questions about people and events in the past helps them to better understand their lives today, the contested nature of knowledge and prepares them for the future as more informed citizens.*

Independent Review of the Primary Curriculum 2009 Final Report

Engaging pupils with a relevant, exciting and challenging History curriculum which inspires curiosity and is appropriate for preparing them for an adult life in the 21<sup>st</sup> century is essential since it:

- Helps the learner to understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups, as well as the challenges of their time;
- Develops skills of critical thinking which means making reasoned judgements that are logical and well thought out and not merely accepting arguments and conclusions as they are presented but having a healthy, discerning and questioning attitude about new information;
- Supports the learner to appreciate that all knowledge is socially constructed and its objectivity and reliability is therefore open to challenge and question through asking perceptive questions, weighing evidence, sifting arguments and developing perspective and judgement;
- Builds a sense of identity and belonging on a personal, cultural, national and global level as learners come to appreciate the diversity of human experience and consequently understand more about themselves and as members of society;
- Enables the learner to understand core concepts and most notably cause and consequence, similarity and difference, continuity and change, change and progress/regression, significance, evidence, chronology, empathy, context, diversity, perspective, interconnectivity and validity which have broad relevance and significance in the modern world;

### **Organisation and planning**

#### **Early Years Foundation Stage (EYFS)**

Within the EYFS History is integral to the Early Learning Goal of *Understanding the World* where pupils are encouraged and supported to "talk about past and present events in their own lives and in the lives of family members". In addition pupils "learn about similarities and differences" in relation to "objects" and "talk about changes" they observe. Within the EYFS an awareness of the concepts, vocabulary and key terms of History is encouraged through planned purposeful play and through a mix of adult led and child initiated activity. For example:

- Recall, retell and sequence stories – *chronology, cause and consequence, evidence;*
- Read and discuss stories with different interpretations or explanations of the same events – reflect on the behaviour, motivation and intent of different characters – *perspective; significance, similarity and difference;*

- Distinguish between the past, present and future and recall moments from the past using language relating to time e.g. past tense - *chronology, similarity and difference, historical narrative*;
- Identifying and comparing features of artefacts from the past and present – *continuity and change/change and progress, evidence, significance*;
- Sequence familiar objects and events in their own lives/family – *chronology, significance*.

### Years 1 – 6

In Key Stage 1 and 2 each year group undertakes three half termly enquiries in History and these are outlined in the **Long Term Curriculum Plan Years 1-6**. Each of these enquiries is informed by a detailed **Scheme of Work** which details the objectives, vocabulary, learning and teaching activities and methods of assessment and recording adopted each half term. This scheme of work informs teacher planning on a session by session basis throughout each half term. The History co-ordinator maintains a portfolio which includes evidence of pupil's achievement, is used for moderation purposes and to monitor and evaluate pupil progress in History.

### **Inclusion, equality of opportunity and differentiation**

History forms an integral and statutory element of a pupil's entitlement to learning and at our school we ensure that all pupils can engage with historical learning and develop as young historians. Mutual respect and the fostering of empathy and community understanding at local, regional, national and global scales lies at the heart of the study of History and at our school we model this in terms of the inclusive nature of the learning and teaching we provide.

Ensuring differentiation is a fundamental and core element of inclusion. As such we plan and resource our learning, in line with our whole school policies, to enable all pupils to make good and sustained progress in History including those with special educational needs, those with disabilities and those identified as Able Gifted and Talented for one reason or another; and those with English as an additional language. In our differentiation planning we take due regard of factors such as classroom organisation, learning materials and the learning environment.

### **Expectations of outcomes – Progression Early Years Foundation Stage (EYFS) – Year 6**

At our school an important objective is for all pupils to develop as young historians and we achieve this by recognising and planning for what becoming better at History entails – progression - and consequently challenging and supporting our pupils to work historically in a more rigorous manner as they progress through the school. As pupils progress as historians this involves developing historical perspective through:

- Wider, more detailed and secure chronological knowledge;
- More focused and precise methods of enquiry and communication of understanding;
- A deeper understanding of more complex historical issues and concepts;
- Pursuing historical valid questions.

### EYFS and Key Stage 1

Our expectations enable pupils to establish and begin to apply the principles of working as an historian and in particular to:

- Use everyday language related to time;
- Order and sequence events;
- Describe main story settings, events and principal characters;
- Talk about past and present events in their own lives and in the lives of family members;
- Develop an awareness of the past;
- Use common words and phrases relating to the passing of time;
- Fit the people and events they have studied into a simple chronological timeline;
- Use basic subject vocabulary in their oral and written narratives;
- Ask and answer questions and understand some of the ways in which historians find out about the past;
- Use simple sources of evidence to identify and describe relevant historical information and know that information can be retrieved from written sources such as books and also from visual sources like paintings and photographs as well as computers;
- Record their growing knowledge of the subject and communicate this in appropriate ways;
- Question why things happen and offer reasons;
- Be aware of similarities and differences between themselves and others, and among families, communities and traditions;
- Recognise and describe special times or events for family and friends;
- Identify similarities and differences between ways of life at different times;
- Identify, describe and offer basic reasons for why people did things in the past and what happened as a result;
- Make simple observations about different types of people, events and beliefs in the past;
- Construct simple historical accounts relating to people and events they have studied.

## Key Stage 2

In Years 3 through 6 our expectations of pupil outcomes build on what has already been achieved at EYFS and Key Stage 1 and in particular we support pupils to:

- Continue to develop a sense of chronology and a secure knowledge of history;
  - Identify connections, contrasts and historical trends over time in relation to the people and events that they investigate;
  - Use an increasingly sophisticated and specialised subject vocabulary and use of historical terms;
  - Begin to suggest and devise their own lines of historical investigation in addition to pursuing lines of enquiry which have been planned for them;
  - Understand how knowledge of the past is constructed from a range of sources and that such sources may not be entirely objective or trustworthy;
  - Select and organise information from historical sources;
  - Understand that different versions of the past may exist and provide explanations for why this may be the case;
  - Describe and make links between events within and across different historical periods;
  - Explain why some people and events in the past may be considered more historically significant than others.
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- In Years 3 and 4 we focus on pupils being able to master the skill of distinguishing between providing basic reasons for historical events and changes they have studied and

demonstrating understanding through reaching explanations by synthesising evidence from an increasingly wide range of historical sources.

- At Upper Key Stage 2 our expectations in History are that pupils will more regularly and consistently apply information that they have learned from one context to another, make links and identify patterns in their historical learning and to recognise and understand the contested nature of historical evidence. We challenge them to reach conclusions and make judgements about historical events and changes and to evaluate and critique evidence and to generate questions of their own.

### **Learning and teaching through enquiry**

In History learning is facilitated through pupils pursuing a key question led enquiry approach, which encourages them to take increasing responsibility for their learning, think independently and achieve challenging subject outcomes. At our school we encourage pupils to learn their History through big question led enquiries about significant events, people and changes. This allows them sufficient scope and time to engage in high order critical thinking skills as shown in our progression document. Whilst acquiring subject information as the pupils progress, we ensure that there is a balance between new content and the development of progression of skills as they critically about what they are learning and why. This approach is reflected in all of our planning.

Rather than attempting to teach historical periods, societies, events or significant individuals in the past in their entirety, we ask insightful questions about them, which in turn supports pupils to delve deeply into aspects of historical topics. Our historical enquiries are planned and adapted to enable pupils to construct knowledge, master subject concepts and generate questions of their own through the application of a range of critical thinking skills.

- Design enquiries to pursue which are relevant, engaging and appropriately challenging in terms of anticipated outcomes which help pupils answer significant questions about events, changes and the lives of significant individuals.
- Share with pupils what they are expected to learn and how they are expected to learn it;
- Ensure that objectives for lessons always define the outcomes to be achieved and are presented in the form of “key questions” that need to be answered; sometimes these are raised by the teacher, sometimes with pupils and sometimes independently;
- Key question led enquiries are structured to include a number of ancillary questions, the completion of which enable the pupils to progress gradually towards arriving at an answer to the overall big question;
- Provide a variety of learning activities that are used regularly, including observation, enquiry, investigation, games, mysteries, puzzles and problem-solving;
- Encourage pupils to evaluate critically information, ideas and different viewpoints;
- Provide plenty of opportunities for pupils to work as individuals, in pairs and in groups;
- Encourage discussion and insightful questioning so that pupils clarify their thinking;
- Set high expectations and use our performance descriptors at EYFS and Key Stage 1, Lower Key Stage 2 and Upper Key Stage 2 to aid this so that learning objectives and activities are always sufficiently challenging;

- Provide pupils with regular feedback about their work and about what they need to do next in order to improve;
- Use assessment, including the use of focused questions, to determine the pupils' levels of knowledge and understanding, before, during and after units of work;
- Expect pupils to record their work in a variety of ways, including diagrams, illustrations, pictures, letters, posters, annotated drawings and maps, reports, PowerPoints and oral accounts and presentations of their work.- check there is a variety in books.

### **Assessment**

We report a **summative judgement** about a pupil's knowledge and understanding to parents in our midyear report.

On these occasions teachers will use formative assessment of pupils to make a summative judgement as to whether the pupil has achieved the expected level of attainment.

Each enquiry sets clear objectives which define the anticipated outcomes for the pupil. The scheme of work also suggests in the 'Formative Assessment' section an extensive range of ways in which the teacher can carry out ongoing assessment to ascertain whether a pupil has achieved these outcomes. Evidence is drawn from a wide range of sources to inform this process including interaction with pupils during discussions and related questioning, day to day observations, practical activities such as model making and role play drama, the gathering, presentation and communication of fieldwork data and writing.

### **Connecting History to other areas of the curriculum**

In our planning we have made meaningful links between History and other subject areas of the National Curriculum and to Spiritual, Moral Social and Cultural Development (SMSC) where incorporating content and perspectives adds value to and extends the historical understanding of our pupils. Making such links is important because it highlights to pupils the interconnectedness and interdependence of the real world but when making such connections we must maintain subject rigour and appropriate expectations in History for each stage of learning. For example the primary objective of applying key literacy and numeracy conventions to History is to enable our pupils to achieve more and better in History – i.e. to develop as young historians. To this end we must ensure that high standards of literacy and numeracy when applied to History result in equally and appropriately high standards of historical subject attainment. In each of our historical enquiries links made to other subject areas are clearly documented and as a consequence many are able to deliver effectively substantial elements of the content of other disciplines in a cross-curricular manner.

### **Monitoring and Evaluation and the role of the History subject co-ordinator**

All teachers at our school are responsible for monitoring standards in History but the History Co-ordinator, under the direction of the Headteacher, takes a lead in this. Monitoring activities are planned across the year and form part of the History Co-ordinator's leadership schedule. In summary, these are:

- Staff meetings to analyse samples of pupils' history work to moderate standards (attainment and progress against outcomes) to ensure consistency and that colleagues are informed of subject developments at local and national levels with which the Co-ordinator has been involved;
- Lesson observations to ensure that learning and teaching is appropriately engaging and challenging and that the anticipated subject progress is being made by the pupils;
- The sampling of pupils' work once a year to ensure that expectations in terms of subject outcomes are being maintained through the curriculum;
- Once per year the subject leader provides feedback to staff about the quality of History being taught and uses the History Portfolio of evidence to lead a discussion on standards being achieved within the subject;
- Create a portfolio of samples of pupil's work for each enquiry of the History curriculum which illustrate how each of the outcomes can be achieved for guidance for colleagues and to ensure consistency of standards.

The History Co-ordinator has the responsibility to take a lead in developing History further across the school within the school's improvement plan; monitoring the effectiveness of teaching and learning; and the use of resources. Teachers and educational support staff can expect support from the History Co-ordinator arising from targets identified in the school improvement plan and from the outcomes of performance management and induction programmes.

To develop staff confidence and competence in teaching History the subject co-ordinator will:

- Attend subject professional development opportunities as they arise and in the context of the priorities of the whole School Improvement Plan together with the History Subject Action Plan;
- Identify and source staff training needs arising from the above and through induction programmes and performance management reviews;
- Arrange for relevant advice and information from professional development programmes, including courses, to be disseminated and where appropriate included in subject improvement planning;
- Where necessary lead (or arrange) school-based subject improvement training for colleagues.

### **Policy review**

This policy will be reviewed in line with the school's policy review programme and no later than the following date:

Signed Headteacher

Signed Subject Co-ordinator

*MRolph*

Date: 01.09.22