

Lowton West Primary School



History Policy

Policy reviewed by S. Meighen

Date policy reviewed: September 2021

Ratified by Governing Body:

Mr B. Cunliffe (Chair of Governors)

Mrs J. Westhead (Headteacher)

Lowton West Primary School History Policy



Aiming High Together

School Vision

To inspire, achieve and succeed, we will aim high and build dreams and futures together.

Mission Statement

Providing the highest quality education, care and support for the whole school community.

Our mission statement is based on RESPECT:

R = Recognising the needs of the individual child

E = Ensuring a unique and engaging curriculum

S = Supporting each other to learn and achieve

P = Passionate about providing the highest quality education

E = Encouraging creativity, self – expression and imagination

C = Creating confident, resilient, life – long learners

T = The voice of everybody is heard

All the above statements help us to understand how we can all make a positive contribution to the school and the wider community.

We will do this through our core values:

- Respect
- Resilience
- Kindness
- Confidence

We also, at Lowton West Primary School, strive to develop and uphold British Values. The five British values that the Government has identified for schools to focus on are:

- Democracy
- The Rule of Law
- Individual liberty and mutual respect and tolerance of those with different faiths and beliefs
- Developing personal and social responsibility
- Respect for British Institutions

There are more details on how our school demonstrates and develops these British Values in our British Values Policy and on our website.

History Curriculum Statement

Aiming High Together



INTENT

At Lowton West Primary School we believe that the history element of our curriculum will help pupils gain a coherent knowledge and understanding of Britain's past and that of the wider world and inspire pupils' curiosity to know more about the past. As our pupils progress as Historians, they will become equipped to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. We want 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.

IMPLEMENTATION

At Lowton West, these skills are embedded within the history lessons and developed throughout their journey of the history curriculum. By the end of their primary education, children will have a chronological understanding of British history from Stone Age to present day. They are able to draw comparisons and make connections between different time periods and their own lives. Interlinked with this is the need to look at world history such as the ancient civilisations of Greece, Egypt and the Mayans.

The content and principles underpinning the history curriculum are taken from the 2014 National Curriculum. We use the National Curriculum Programmes of study to guide us on the content and focus of each objective to inform our curriculum. These units are enriched by cross curriculum work when appropriate. We also encourage a project based approach to learning with an emphasis on people and community in our local area. Children as Historians learn through enquiry based learning opportunities to gain a greater understanding of our local area.

Visits and visitors to school are promoted, to enrich our history curriculum and further deepen that historical enquiry, through the use of questioning and listening to eye witness accounts and experiences.

The Early Years Foundation Stage (EYFS) follows the 'Development Matters in the EYFS' guidance which aims for all children in reception to have an 'Understanding of the World; people and communities, the world and technology' by the end of the academic year.

Teachers, in parallel classes, plan together to create engaging and informative teaching and learning opportunities which take into account prior learning, plan for opportunities for assessment and identify suitable future targets.

IMPACT

At Lowton West we strive to create a supportive and collaborative ethos for learning by providing investigative and enquiry based learning opportunities. Emphasis is placed on analytical thinking which helps children gain a coherent knowledge and understanding of Britain's past and that of the wider world and fires children's curiosity to know more about the past. Through this study our Historians learn to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement.

Legal framework

This Policy will have regard to the following statutory and non-statutory guidance:
History programmes of study: key stages 1 and 2 – September 2013
DfE (2017) 'Statutory framework for the Early Years Foundation Stage'
'Development Matters in the EYFS'

Roles and responsibilities

The History Leader is responsible for:

- Developing, resourcing and reviewing the school's History Policy.
- Planning, instigating and monitoring teaching programmes.
- Liaising with colleagues, including the SENCO, to differentiate teaching programmes in accordance with the needs of individual pupils.
- Working with other staff to teach the subject content.
- Keeping staff informed of visits and courses.
- Facilitating the assessment of children's work.
- Keeping up-to-date with current affairs and best practice regarding History.
- Providing guidance, including INSET training to History staff, as part of their ongoing professional development.
- Celebrating and promoting the History curriculum and the work of pupils' throughout the school.

Teaching staff will be responsible for:

- Contributing to the development of the History Policy and teaching programmes, with the History Leader.
- Developing schemes of work and lesson plans in line with the school's History Policy and the objectives of the History curriculum.
- Facilitating the teaching of their History curriculum, including coordinating activities and resources within their specific areas.
- Assessing and recording pupils' progress and keeping the History Leader apprised of this.
- Providing feedback to parents and carers on pupils' progress at parents' evenings and other meetings.
- Attending and contributing to any INSET days organised by the History Leader.
- Keeping apprised on current affairs and best practice on their History curriculum, and applying this to their schemes of work.

Teaching

The History Leader will be responsible for overseeing the planning, resourcing and monitoring of the school's History programme.

The subject matter covered in History reflects the requirements of the new National Curriculum, which came into effect September 2014.

Special focus will be paid to the teaching of the skills inherent in the entire History curriculum taught at Lowton West.

These skills include:

- Making accurate observations.
- Asking and answering questions.
- Effectively using the appropriate equipment for measurement.
- Recognising patterns and identifying relationships.
- Predicting and applying knowledge to differing contexts.
- Analysing and interpreting evidence, and drawing conclusions.

The History programme will be delivered by all teaching staff in a range of teaching and learning situations with respect to the needs of individual pupils.

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 Mayan c. AD 900 and another ancient civilisation e.g. Ancient Egypt.

Assessment

Pupils will be assessed and their progression recorded in line with age related skills and expectations.

Assessment in History will be undertaken as part of a broader evaluation of pupil progress measured against B Squared resources and National Curriculum assessment criteria.

The History Leader will ensure that assessment:

- Is embedded as an essential part of teaching and learning.
- Involves sharing learning objectives and success criteria with pupils.
- Aims to help pupils to know and recognise the standards they are aiming for.
- Involves pupils in peer and self-assessment.
- Provides subject specific feedback which leads pupils to recognising their next steps and how to take them.
- Involves both teacher and pupils reviewing and reflecting on assessment data.

Differentiation

We recognise the fact that in all History classes there are children of a variety of abilities, and we seek to provide suitable learning opportunities for all pupils by matching the challenge of the task to the ability of the child.

Equal Opportunities

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, disability or learning difficulties. As a result, we hope to enable all children to develop positive attitudes towards others. Resources for SEND children and gifted & talented will support and challenge appropriately.

Monitoring and evaluation

The subject leader will monitor teaching and learning in History at Lowton West ensuring that the content of the National Curriculum is covered.

The subject leader will conduct pupil interviews to ascertain understanding and enjoyment of History.

The subject leader will maintain appropriate and current records in the form of subject leader files and reports containing evidence of:

- skills coverage
- work in books
- programmes of study
- data and assessment

This policy will also be reviewed annually to ensure that it complies with the latest legislation, guidance and best practice. Any changes made to this policy will be communicated to all teaching staff by the subject leader.