

# St Margaret's CE Primary School



## History Policy 2021

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#### **Contents:**

#### **1. INTENT**

##### Aims

We aim for the children to gain a coherent knowledge and understanding of Britain's past and to understand the roots of British Values which are reflected in our School's Ethos. Local and national studies and the exploration of historical civilisations across the world help to stimulate children's curiosity. Children are encouraged to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. Through History, children will begin to understand the complexity of people's lives, the challenges of their time, the process of change, the diversity of societies and relationships between different groups. By the end of their primary education, children will have a good chronological understanding of British History and will be able to recall facts and detail from The Stone Age to World War 2.

##### Principles

The History Curriculum is informed by the content and chronology of the National Curriculum and we are sensitive to children's interests, use age-appropriate content and frequently utilise resources in the local area. History at St Margaret's CE Primary is carefully planned and structured by all teachers, with an overview of topics and progression determined by the subject leader. This ensures that current learning is linked to previous teaching to consolidate skills.

#### **2. IMPLEMENTATION**

##### Roles, Responsibilities and Resources

The subject leader, Liseanne Broomhead, oversees and manages the History Curriculum at St Margaret's CE Primary. The subject leader has an overview of how the History Curriculum is taught across the school, ensures that the subject is sufficiently resourced and where appropriate, gives advice and supports staff with their understanding of the subject. The subject leader is responsible for monitoring standards in the subject, both with the children's learning and knowledge and how the subject is taught in the classroom. Additionally, the subject leader must also keep up to date with both National and County priorities and the latest pedagogical approaches to teaching History.

##### Organisation

History lessons are taught in the most appropriate way for the age of the child.

From Year One onwards, History is taught as a whole-class topic lesson with specific time allocated during the week and each topic usually lasts for a half term. From Year Four to Year Six, some of the topics are covered for longer periods (a full term) to allow for deeper engagement and exploration of the subject matter.

##### Planning and content

Planning in EYFS - please refer to the EYFS policy for more detail on the curriculum. Teachers

in Early Years use the Revised Statutory Framework for the Early Years Foundation Stage to plan a unique curriculum that covers all aspects of learning including opportunities to develop their skills in Understand the world. The Educational Programmes in the framework set out the activities and experiences for children under this area. Teachers use the Development Matters Non-statutory curriculum guidance to set out the pathways of children's development and provide checkpoints throughout the year to assess progress through these stages.

History, in year one through to year six, is taught in blocks throughout the year so that children achieve depth in their learning. By the end of Year Six, children will have a chronological understanding of British History from the Stone Age to World War 2. Children will be aware of some of the significant historical figures such as Horatio Nelson, Tim Peake and Queen Victoria and their contributions to societal change. Children are encouraged to draw comparisons and make connections between different time periods and their own lives. Interlinked with the teaching of British History are studies of world history, such as the ancient civilisations of Egypt (Year Three), Greece (Year Four) and Maya (Year Six).

#### Links with other subjects

Cross curricular outcomes in History are specifically planned with strong links between the History curriculum and English lessons, usually with a key historical text, to provide a stimulus and enable further contextual learning. Computing (in the ICT suite and using iPads) is used for research in Key Stage 2 and programs are utilised for History Design Technology projects. Furthermore, Art lessons are used to explore and imitate the art and design practices of the time period being studied using a mixture of medias.

#### Knowledge and skills

The intent part of the EYS policy details the skills and knowledge at three checkpoints in the year e.g. by the Autumn 1, Spring 1 and Summer 1 and this is what the children will be able to do in the area Understanding the world. By the end of the year, the children need to reach the Early Learning Goal for this area of learning.

Years one to six follow the objectives laid out in the National curriculum. The progression of skills document outlines how these objectives are broken down and covered at St Margarets.

#### Wider opportunities

The History Curriculum at St Margaret's CE Primary makes use of resources within the immediate and wider local area thus enabling children to engage with the rich history of their locality. Frequent field trips enhance the cultural capital of this subject and gives children an excellent opportunity to make enquiry of and handle real or replica artefacts. Current field trips include: Arundel Castle, Historic Dockyard (Portsmouth), Brighton Museum and Jail, Butser Ancient Farm, Bignor Roman Villa and Tangmere Aviation Museum. Where possible and appropriate, history-themed days and visiting experts are utilised to develop a deeper understanding of the subject.

#### Inclusion and Extension

Consideration is given to how greater depth will be taught and achieved in regards to knowledge acquisition and the implementation of that knowledge. In addition, further consideration is evident in the varying methods used to support learners in line with the school's commitment to inclusion for example, visual resources offered or seeking alternate methods of recording knowledge that does not rely on the written word.

## Homework

Homework is not set for History.

## Health and Safety

Teachers expect the children to work safely when handling artefacts and act appropriately to their age range.

## **3. IMPACT**

### Marking and assessment

Children's work is monitored and marked according to the task. Outcomes in Topic and English books are evidence of a broad and balanced History Curriculum and demonstrate the children's acquisition of identified key knowledge. Outcomes of work are regularly monitored, through marking, feedback and self-assessment at the end of the topic (what you now know) to ensure that they reflect a sound understanding of the key identified knowledge. Children detail their knowledge and what they would like to know at the beginning of learning journeys to create ownership and stimulate passion in their learning. Children review the agreed successes at the end of every topic with support from their teachers, where necessary. They also record what they have learned comparative to their starting points at the end of every topic to demonstrate progression of skills and subject knowledge. "Pupil voice" is also encouraged to find out what they enjoyed to aid and enhance future planning.

Emphasis is placed on analytical thinking and questioning which helps children gain a coherent knowledge and understanding of Britain's past and that of the wider world. From Year Five onwards, children will answer questions that require them to critically weigh historical evidence and sift through arguments to reach a justifiable conclusion to prepare them for their Key Stage 3 studies.

### Monitoring and evaluation

The subject leader, along with the SLT, is responsible for monitoring the standards of History across the school by looking at planning, children's books, learning walks and observations of classroom practice.

Annually, children are selected to complete a "History Pupil Questionnaire" to discuss what they have enjoyed and what they would want to improve. The children are always very positive about field trips, themed days and visitors.

In years 1 to 6, class teachers informally assess the children's attainment in history each half term/term as appropriate, looking at the objectives for the unit of work and noting those children who have exceeded with these or have not met them. This is recorded on a spreadsheet that can be used by teaching staff, subject leaders and SLT.

### Reporting to parents and governors

All teachers are required to discuss the children's progress in History with parents as part of the consultation evenings (twice a year) and through an annual report which outlines the children's effort and attainment within the topics covered.

Subject leaders are required to feedback to the curriculum governors every year.