



HISTORY POLICY

Aims

At Great Binfields Primary, we want to instill a love and appreciation of our past. Our History curriculum places a strong emphasis on developing the children's ability to work as historians; for their learning to mirror the skills required of historians in the 'real world'. It is our goal to encourage children to explore evidence, discuss reliability and develop their questioning skills in order to deepen their knowledge and understanding of the past. We aim for our children to be motivated and engaged in History and through this, take risks, be resilient and reflective of their learning. This policy sets out the framework for our History curriculum, providing clarity on how it is informed, organised and delivered.

History allows children to learn about the everyday experience, life, work, leisure and culture of people and communities of the past. Children learn and investigate cause, effect and consequences in their own local area, in their wider community, in the United Kingdom and across other parts of the world. They look at History from political, economic, social and religious perspectives and learn that the past can be represented and interpreted in different ways.

Purpose:

- To ensure that teachers meet their statutory obligations with regards to the teaching of History.
- To promote a high standard of excellence and consistency of approach amongst all staff.
- To ensure procedures for planning and assessment enable a broad and balanced curriculum that has continuity and progression and addresses equal opportunities.
- To give particular attention to planning the History curriculum to make it relevant to all children regardless of social background, culture, race, creed, gender and differences in ability.
- To foster a positive attitude to History as an interesting and exciting part of the curriculum.
- To instill a curiosity and appreciation for events, places and people of the past and how these have impacted History.
- To develop the range of skills required to critically analyse and interpret primary and secondary source materials and how to use these to develop a knowledge and understanding of the past.
- To emphasise the process of enquiry to develop the skills of asking meaningful questions, analysing sources and information, forming conclusions and evaluating reliability.
- To encourage an active and imaginative approach to History which enables children to explore, hypothesise, reflect and enjoy what they do.

Teaching and Learning

At Great Binfields Primary School, History is taught from EYFS to Year 6 and is enhanced through cross-curricular links within other curriculum areas. In EYFS, History is taught as an integral part of the topic work covered during the year and makes a significant contribution to the ELG objectives of developing a child's knowledge and understanding of the world. In KS1 and KS2, planning is informed by 2014 National Curriculum.

Learning is mainly structured in mixed-ability groups within a class to allow for rich and diverse discussion and engagement. This learning includes a range of tasks including independent, partner and group activities. Children regularly access a range of resources to acquire learning through timelines, books, literature, artefacts, pictures and photographs. The children's learning is enhanced through regular school visits to historical places of interest alongside in-school visits from Treehouse Theatre and authentic

audiences from the wider community wherever possible. This provides the children with vital opportunities to enhance their cultural capital by applying their knowledge alongside real-life experiences. At Great Binfields, we incorporate challenge into all children's learning and ensure every child is provided with the opportunity to broaden and apply their understanding within contexts of increasing complexity.

This is achieved through a variety of approaches including:

- Appropriate adult support and scaffolding where required.
- The opportunity to explore a range of concrete, pictorial and abstract resources including artefacts and other primary and secondary sources.
- Varied and diverse learning opportunities including but not limited to: historical visits, drama, artefact analysis, presentation, debate and research.
- Open-ended tasks which facilitate a range of different appropriate responses.
- Access to IT equipment and audio recording tools to document understanding verbally, through presentation and facilitate depth of research.

Key features of History lessons include:

- Lessons have clear learning intentions and outcomes.
- Appropriate pace of learning is in place and high expectations of all children maintained.
- Account is taken of pupils' prior learning and links are explicitly made between prior learning and new knowledge to create lasting links.
- High standards of presentation are expected in all lessons.
- Pupils are regularly given opportunities to explore, investigate, research and evaluate a range of different sources and accounts.
- Good use is made of a wide range of resources.
 - Children will be introduced, and expected to use, the appropriate and varied Historical vocabulary.
- IT is used to enhance learning and teaching experiences.
- Pupils are encouraged to take and share responsibility for their own learning.

Planning, continuity and progression:

All History units of study follow the 2014 National Curriculum programmes of study. These units are combined with the Great Binfields History progression of skills overviews which have been created for each year group; these documents outlining the key skills required and how these are built on each year. The skills continuum for each year group provides a clear overview for planning, teaching and learning. It is an important aid to evaluate skills covered, and ensure that there is continuity and progression.

- The skills for historical understanding e.g. analysing, interpreting, evaluating, concluding etc. need to be explicitly taught.
- Teachers use a variety of interactive teaching methods to deliver the curriculum and achieve set learning objectives.
- There should be opportunities for cross curricular links planned throughout the year.

Assessment and recording

History is assessed both formatively and summatively against the outcomes specified within the progression of skills documents alongside the National Curriculum. Formative assessment occurs within every lesson and is used to inform ongoing planning and teaching. Summative assessment is conducted at the end of each unit of work through the use of our enquiry outcome. Attainment in History is reported to parents at the end of the year as part of the child's annual written report.

History assessment is conducted in line with the schools assessment policy and will include:

- Observing children at work, individually, in pairs, in a group and in class during whole class teaching.
- Using differentiated, open-ended questions that require children to explain and unpick their understanding.
- Ongoing formative and summative assessment using the progression of skills and national curriculum objectives.
- Sonar will be used to document the children's attainment against all objectives and data will be

monitored and tracked to ensure progression.

Inclusion

We plan to provide for all pupils to achieve, including boys and girls, pupils with SEN, pupils with disabilities, Pupil Premium children, high attainers from all social and cultural backgrounds, children who are in care and those subject to safeguarding, pupils from different ethnic groups and those from diverse linguistic backgrounds. We carefully plan, monitor and assess to ensure all of our pupils feel valued. Learning is challenging yet achievable by all children and differentiation is achieved by both scaffolding within lessons, tasks design and outcome.

Roles and responsibilities of the subject leader:

Alongside the senior leadership team, the roles of the subject leader are:

- To ensure a full range of relevant and effective resources are available to enhance and support learning.
- To monitor books and ensure that key knowledge is evidenced in outcomes and throughout the journey of the enquiry.
- To lead book moderation and monitoring of unit outcomes to evaluate the range of work and to ensure that tasks are meeting the needs of all learners.
- To monitor planning and oversee the teaching of History.
- To lead further improvement in and development of the subject as informed by effective subject overview.
- To ensure that the History curriculum has a positive effect on all pupils, including those who are disadvantaged.
- Advising colleagues about effective teaching strategies, managing equipment and purchasing resources.
- Providing or organising training to keep staff skills and knowledge up to date.

Class Teachers

Even though whole school co-ordination and support is essential to the development of Historical skill and understanding, it remains the responsibility of each teacher to plan and teach appropriate and engaging History lessons and activities as well as aiding the History Subject Leader in the ongoing monitoring and recording of pupil progress and attainment in History.