

History Policy

Swinderby All Saints Primary School



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Introduction

This policy outlines the expectations for History taught at Swinderby All Saints Church of England Primary School. It states the responsibilities that all staff have within the teaching of History.

Intent

Here at Swinderby All Saints, our History curriculum is carefully planned using the support of Cornerstones Maestro to enable children to develop a deeper understanding of the world around them. This document outlines the school's approach to History education, ensuring that all pupils receive high-quality teaching and learning experiences that meet the expectations set by the relevant inspectorate.

Our aims within History are to foster an appreciation for the past and we seek to allow our children to make connections between periods of time, develop a clear understanding of chronology, change over time and understand the causes and consequences of actions. Our curriculum allows our children the opportunities to recall significant events and people in our locality and beyond, show empathy for those living at the time and understand abstract historical concepts such as 'civilisation' and 'empire'.

By revisiting areas and building on prior knowledge the children will know more, so that they understand more and can therefore do more. Our History learning will develop both the children's topic-specific knowledge and also their generic, process knowledge and historical skills - which apply to all areas of History. Examples include: how to critically analyse evidence and judge its reliability and relevance, how to interpret trends, how to understand historical interpretations and bias and how to communicate historical information.

Implementation

Before Learning

- The children's existing topic knowledge will be assessed and considered. Planned learning will be closely based on what the children already know and what they are curious about.
- At the start of each new topic, initial lessons will introduce the subject. This will allow children to quickly accrue a basic knowledge of the subject, give them the opportunity to develop curiosity in the subject and pose questions they want to find the answer to.
- Knowledge organisers will be used in each topic. These will include the key facts and vocabulary which are essential for every child to know. These will be referred to throughout the topic.

During Learning

- Each topic is launched through a memorable and exciting experience that engages learners and sets the foundations for the learning to come.
- Technical vocabulary for the topic will be explicitly taught prior to learning in which it is needed.
- At the beginning, and throughout the topic, children will consider how the History that they are learning fits with (and follows on from) what they already know.
- Subject progression through different year groups will be planned for by teachers; will be appropriately experienced by children and will be evident in books.
- All History topics will include lessons which involve historical enquiry and investigation; where historical skills are explicitly taught, referred to and explored.
- Children will be encouraged to be curious, phrase their own historical questions and follow their own lines of enquiry.
- Our History curriculum has been carefully chosen to reflect local history eg The Romans, World War 2 (RAF Swinderby) and Lincoln and Newark Castles.

- Children will experience input from expert visitors, take part in fieldwork, go on school trips and have outdoor opportunities to develop knowledge.
- Children will have regular opportunities to carry out extended writing in History.
- Children will have regular opportunities to research, carry out field investigations and visit sites of historical importance to give them the experience of 'being' a historian.

We follow the national curriculum for History. Teaching and learning of History focuses both on historical knowledge and historical process knowledge and skills. Children are taught a range of History topics throughout their time at school giving them a broad understanding of the many periods of History.

A link to the national curriculum for History can be found here:

<https://www.gov.uk/government/publications/national-curriculum-in-england-history-programmes-of-study>

Impact

We will monitor the impact of children's learning through:

- Reflection and evaluation of learning against the National Curriculum objectives as detailed in our History Coverage Overview.
- Tracking pupil knowledge through formative and summative assessments.
- Observations of lessons by SLT and subject leaders.
- Discussions with children.
- Monitoring books.
- Observing the children develop skills that they use outside of school.

Inclusion

We ensure that all of our lessons meet the needs of every pupil in the school. We recognise the individual needs of our pupils and tailor the learning opportunities to allow for each child to reach the objectives.

We achieve this in a variety of ways by setting open-ended tasks that allow for a variety of responses with increasing difficulty along with grouping pupils according to their ability.

Additional or Special Education Needs & EAL pupils

For pupils with AEN/SEN, the learning outcomes are adjusted, and extra support is put in place where necessary. Careful consideration is given to the grouping of pupils for fieldwork activities, considering their strengths and weaknesses to ensure that all pupils take an active part in the task and make progress. Steps, such as pictorial/vocabulary cards and instructions may be used to ensure that EAL pupils understand the activity. Where possible, teaching assistants may also be used to support individual needs.

Further documentation is available to outline the processes we may follow to ensure accessibility to all within History.

Assessment, recording and reporting

Pre-assessments are carried out throughout 'Introductory knowledge' lessons to assess what prior knowledge the children have secured. The teachers are then able to plan their sequence of lessons accordingly, drawing on prior knowledge and correct any misconceptions the children have.

At the end of the unit, a final assessment will take place to allow the teacher to make a judgement about the pupils' progress. These assessments may take the form of a practical activity or a written assessment. Pupils are also encouraged to take responsibility of their own learning. At the start of lessons, learning objectives are shared and referred to appropriate intervals. Clear steps to success are outlined to all pupils and these are then used to mark and inform pupils about appropriate next steps.

Resources

There are a range of resources to support the teaching and learning of History across the curriculum. Teachers are expected to use resources during every lesson, where possible, to ensure that pupils develop a breadth of knowledge whilst working practically. Each classroom is to have relevant equipment, books and any other additional resources which relate to the current unit of History. There is also encouragement for relevant trips within our locality to support learning.

Continuity and Progression

The progression of the children will be assessed and monitored using the Curriculum Maestro scheme of learning appropriate for each year group. The current topics used can be tracked using the History Coverage Overview. The lessons are to be delivered following the 'Engage, Develop, Innovate and Express' bands to ensure clear progression through the objectives of each topic. There are additional sessions within each topic to ensure that a breadth and depth of skills and knowledge can be accessed for the children.

Health and Safety

Staff will carry out risk assessments prior to any practical activities where necessary. No formal documentation will be completed, however, clear guidance will be sought as and when necessary.

Children will have a clear understanding of the expectations throughout any practical activities or trips to ensure their safety and others around them.

Monitoring and Evaluation

Throughout each half-term, the subject leader will visit each class to observe how the topic is being delivered by the other staff to make supportive adjustments to the learning and teaching where necessary. As well as this the subject leader will talk to the children to gain an understanding of the learning taking place each term and evaluate what the children are enjoying from their history sessions and what could be improved.