



# Baines' Endowed

Church of England Primary Academy

A member of **CDARI**

## **Baines' Endowed Church of England Primary Academy**

### **History Policy**

At Baines' Endowed Church of England Primary Academy, we aim to develop self-belief and self-confidence in all our pupils and staff, through our mission that:

*"With God, nothing is impossible" Luke 1:37*

To support our pupils, staff, parents and governors in their quest to achieve the 'impossible', we will teach, guide and nurture our community in the following twelve values:

generosity	compassion	courage	forgiveness
friendship	respect	thankfulness	trust
perseverance	justice	service	truthfulness

At Baines' Endowed, we believe that by valuing all God's children and teaching them to learn, develop and grow in the Gospel values, we will allow them the opportunity to believe that, with the help and love of God the Father, God the Son and God the Holy Spirit, they can achieve what they aim to achieve.

### **Intent**

The aims of History are:

- to enable all children to learn, and develop their skills, to the best of their ability;
- To develop historical vocabulary and good subject knowledge.
- to promote a positive attitude towards learning, so that children enjoy coming to school, and acquire a solid basis for lifelong learning;
- to motivate pupils by arousing a sense of curiosity and wonder;
- to enable children to be creative and to develop their own thinking;
- to foster in children an interest in the past and to develop an understanding that enables them to enjoy all that history has to offer;
- to enable children to know about significant events in British History and to appreciate how things have changed over time;
- to develop a sense of chronology;
- to understand how Britain is part of a wider European culture and to study some aspects of European history;
- to have some knowledge and understanding of historical development in the wider world;
- to understand Ancient Civilisations and their contribution to the World.
- to help children understand society and their place within it, so that they develop a sense of their cultural heritage. For children to understand the changes to the local area and appreciate the development in Blackpool.



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- to develop in children the skills of enquiry, investigation, analysis, evaluation and presentation.

### **3. Key skills**

The following skills have been identified as key skills in History

- communication (speaking and listening)
- enquiry and asking questions about the past.
- working with others
- improving one's own learning and performance
- application of thinking skills
- problem-solving.
- develop a range of skills and abilities - particularly those related to finding out about the past, explaining what happened and what people then and now think about what happened.
- Creating cross-curricular pieces of writing.

In our curriculum planning we emphasise these skills, so that the children's progress in all of these areas can be identified and monitored. Teachers in all subject areas seek to contribute to a child's progress in these skills because we believe that all children need to make good progress in these areas if they are to develop their true potential.

### **4. Organisation and Planning**

Our school uses the National Curriculum requirements for History as the basis of curriculum planning. We have adapted the Key Stage History Scheme to the local circumstances of our school. We plan our curriculum in two phases:

1. We agree a long-term plan for each key stage. This indicates what topics are to be taught in each term, and to which groups of children. We review this long-term plan on an annual basis at the end of the Summer term.
2. Through our medium-term plans we give clear guidance on the objectives and teaching strategies for each topic. Each subject has schemes of work through which are articulated the areas of study.

All plans are readily available from each class teacher and on the shared server and are monitored by the subject leader and the SLT. Plans are also made available for support staff working in the classroom during the lesson as appropriate. Planning is used to set clear, achievable goals, it aims to ensure that work is well matched to pupils' abilities, experience and interests.



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In the Early Years Foundation Stage, we adopt a child oriented approach meaning the History curriculum is tailored to the childrens' needs. At Baines', EYFS have decided the main focus should be 'Enquiry'. In order to achieve this, History will be mainly based around significant people (For example, Florence Nightingale in Autumn 1). We ensure that there is planned progression in all curriculum areas and this is based on children's interests and the continual evaluation and evolvment of medium term plans.

In Key Stage 1 and 2 we teach the foundation subjects discretely which ensures they are able to be aware of the key skills needed to be a Historian.

## **Implementation**

A variety of teaching styles and activities are encouraged across the school, in recognition of the different learning styles of the children, as well as their different abilities. Each class teacher takes responsibility for facilitating children's progress. They consult with the subject leader, the SENCO, the Gifted and Talented co-ordinator or other professional bodies as the need arises so that all children have access to the curriculum and are helped to develop.

Throughout the school pupils will experience individual, paired, group and whole class teaching in History, the balance of which rests with the class teacher. Children may be grouped according to age, ability or other criteria such as friendship groupings. Such groupings are always organised so as to promote co-operation and effective learning and understanding, both when working with those you know and like but also with those you know or like less well. Every effort is made to ensure that work is carefully differentiated and matched to the individual/group (this differentiation may be in the form of different activities, different levels of adult support or different expected outcomes).

Learning activities are sequenced to ensure continuity and progression. Learning may be by means of direct teaching to the whole class or working with small groups if more appropriate, or individual and independent work, for example:-

- Whole class teaching may be suitable for acquiring knowledge.
- Small group discussions may give opportunities for investigation work with artefacts.
- Role-play and simulation activities may help develop understanding and empathy.
- Individual activities for example research or recording tasks encourage independence.

Where possible and appropriate, educational visits are included within the curriculum, helping to bring the curriculum to life for the children. People with a particular interest or expertise in a particular topic or area may be invited into school



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to work with the children. Such visitors may include parents, grandparents, other family members, neighbours and the local community. Links to Blackpool Heritage and Blackpool library are used to provide knowledge and archive material.

ICT supports the History curriculum. Children are able to use ICT including Now Press Play to both research and gather knowledge, but also to present, amend and refine their work to enhance its quality.

Children in all key stages may occasionally be asked to undertake some homework as part of their History work. This could involve completing specific tasks or more general research activities.

We now have strong links with the Blackpool Showtown initiative and workshops are being developed in September 2023 to enhance History even further.

A variety of teaching strategies are employed throughout the school for History including:

1. Discussion – at all levels this is a key element of the teaching and learning in History children discuss artefacts/stories/experiences in pairs, small or larger groups and as a whole class. Discussions are always closely focused by the class teacher and children are taught the skills of active listening, clear presentation and respectfully commenting on others' ideas.
2. Circle time – again this can be employed at all levels. The process of circle time may be adapted to suit the skills of the class and the confidence of the teacher, but always the main criteria are maintained:
  - ◆ all children are given the opportunity to contribute.
  - ◆ all children have to listen respectfully to everyone else's ideas or experiences
  - ◆ all children have the opportunity to pass should they feel unable or unwilling to contribute at that particular time.
3. Drama/Role Play – this is a wonderful way of bringing curriculum areas to life – children acting out stories or developing their “own versions” helps to commit them both to mind but also to heart. Hot-seating also encourages empathy, helping the children a deeper understanding of the subject matter.
4. Story Telling – Another vital way of exploring others' experiences and learning from them. Story telling is an age-old way of allowing the listener to enter into other situations and interpret difficult emotions.
5. Investigation/Problem Solving – This element is key in helping children develop decision-making skills in a safe “pretend” scenario – often raising issues they may tackle for real as they grow older.
6. Art and Craft Tasks – Perhaps to create a visual record of the work undertaken or to help children in the careful exploration of emotions and “real life” situations. This can often aid recall and understanding of material covered and allows the teacher to refer back readily to previous work undertaken.



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7. Written Recording – A useful tool to promote understanding and recall of vital elements of the curriculum. This could include imaginative story writing, descriptive pieces, reports, notes taken on information found, graphs, charts or tables to express information found. It may also include other recorded evidence e.g. taped interviews, videos or ICT presentations. Staff are asked to produce one piece of writing for History per topic.
8. Use of ICT – Using programmes available to support the children's knowledge and understanding of History. ICT can also be used, as outlined above, as a tool for recording work undertaken. There will be use of appropriate websites.
9. Visits - As already stated visits are encouraged throughout the school as a way of bringing History alive to the children. Adults willing to come into school are also a very valuable resource. Children can be free to ask questions, and a new face can sometimes alter perspectives and challenge viewpoints.

## **6. The contribution of History to other subjects**

English - History contributes significantly to the teaching of English in our school by actively promoting the skills of reading, writing, speaking and listening. Some of the texts that we use in English are historical in nature. Children develop oracy through discussing historical questions or presenting their findings to the rest of the class. They develop their writing ability by composing reports and letters and through using writing frames. Cross-curricular writing is promoted through a variety of genres ensuring historical vocabulary and factual evidence is used appropriately. Staff are asked to produce one piece of writing for History per topic.

Mathematics - History teaching contributes to the teaching of mathematics in a variety of ways. Children learn to use numbers when developing a sense of chronology through doing activities such as time-lines. Children learn to interpret information presented in graphical or diagrammatic form.

ICT - We use ICT in history teaching where appropriate and we meet the statutory requirement for children to use ICT as part of their work in history at Key Stage 2. Children use ICT in history to enhance their skills in data handling and in presenting written work, and they research information using the Internet. Children have the opportunity to use the computers and Ipads to record and use photographic images.

Personal, social and health (PSHCE) and citizenship education - History contributes significantly to the teaching of personal, social, citizenship and health education. Children develop self-confidence by having opportunities to explain their views on a number of social questions such as how society should respond to poverty and homelessness. They discover how to be active citizens in a democratic society by



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learning how laws are made and changed, and they learn how to recognize and challenge stereotypes and to appreciate that racism is a harmful aspect of society. They learn how society is made up of people from different cultures and start to develop tolerance and respect for others.

Spiritual, moral, social and cultural development - When teaching history, we contribute to the children's spiritual development where possible. Children learn about the role of the church during the Celtic times, particularly converting from pagan to Christianity. The history programme of study enables children to understand that Britain's rich cultural heritage can be further enriched by the multi-cultural British society of today.

## **7. Resourcing**

There are sufficient resources for all History teaching units in the school. We keep these resources in 2CH. The library contains a good supply of topic books and software to support children's individual research. The subject leader has a budget for buying resources. The amount varies from year to year.

Currently, a handful of topics have a number of artefacts that they should be displaying somewhere in the classroom when teaching that given topic. These can be used for plenaries or simply for allowing children to handle in order to increase their desire for knowledge about the artefact(s).

## **8. Equal Opportunities & teaching children with additional need**

For general details with regard to provision for children with additional need please see our agreed Special Educational Needs, Able, Gifted and Talented and Ethnic Minority Achievement Policies. All teaching and non-teaching staff are responsible for ensuring that all pupils irrespective of gender, ability, ethnicity and social circumstances, have access to the whole curriculum and opportunities to make the greatest possible progress in all areas of the curriculum whilst in our school.

The statutory inclusion statement of the National Curriculum requires staff to modify teaching and learning to give all pupils relevant and appropriately challenging work at each key stage.

We modify for less able children by

- ◆ choosing material from an early year group/key stage if appropriate.
- ◆ consolidating, reinforcing and generalising previous learning as well as introducing new knowledge, skills and understanding.



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- ◆ using the National Curriculum as a resource for differentiation.
- ◆ Scaffolding work for the less able and providing more support.
- ◆ focusing on a more limited range of elements within the syllabus if necessary.

We modify for more able pupils by

- ◆ encouraging curiosity and encouraging the children to explain their ideas.
- ◆ providing more open ended, investigative tasks.
- ◆ adding to the complexity of the tasks and concepts presented.
- ◆ using a wider and more demanding range of resources.
- ◆ using questioning to challenge rather than expecting them to produce more recorded work than other pupils.

## **Impact** - Monitoring and Evaluation

Assessment in History is carried out in line with the school's agreed Assessment, Recording and Reporting Policy.

Gathering evidence of pupils' attainment is an integral part of teaching and learning. From this evidence teachers are able to: -

- Identify what has been taught and, more importantly, learnt.
- Monitor pupils' progress in acquiring the knowledge, understanding and skills in History.
- Monitor pupils' progress in cross-curricular elements.
- Establish pupils' needs as a basis for future planning and teaching.

Teachers continually collect evidence of pupils' attainment in a variety of ways, including: -

- Observing a pupil at work, individually and in groups.
- Questioning, talking and listening to pupils.
- Considering materials produced by the pupils and discussing these with them.
- Marking children's work.

Involving children in assessing their own work helps them understand better their own strengths and needs. It is vital in ensuring children know how to move forward in their learning, the next steps.

Class teachers keep their own records and are responsible for reporting to parents. Progress in History is officially reported to parents on an annual basis as part of the



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School Report, however parents' evenings and arranged meetings with staff help parents gain an understanding of both the curriculum and their child's progress.

All records kept should be straightforward, manageable and understandable to those who need to use them. They serve two key purposes:

- ◆ To show individual pupil's performance/progress against agreed levels of attainment.
- ◆ To show which aspects of the subject have been covered.

The subject leader keeps samples of children's work in a portfolio. These demonstrate what the expected level of achievement is in History for each age group in the school.

## **The Role of the Subject Leader**

The History leader is responsible for:

1. Sharing the co-ordination of History throughout the school; ensuring that the curriculum is developed in compliance with the National Curriculum, English and Numeracy Strategies and other relevant guidelines. Ensuring the curriculum provides appropriate opportunities and experiences to enhance standards of achievement in the subject.
2. Assessment and target setting for the subject.
3. Working to support staff and to extend their knowledge and expertise in delivering the subjects, ensuring provision for, and use of, ICT is promoted through the subject.
4. To devise ways of, and support for staff in their planning for, SpMSC development and all other cross curricular themes within the subject.
5. Ensuring that the curricular provision is regularly and systematically monitored reviewed and evaluated.
6. Ensuring that the evaluation leads to action to constantly enhance provision.
7. Keeping abreast of current developments by attending relevant in-service courses. Keeping colleagues informed of professional developments by sharing information gained.
8. Promoting parental interest and understanding of the school's provision and suggesting ways in which they can work in partnership with us.
9. Devising long and short term plans for the subjects, including budget forecasts.
10. Providing and organising suitable resources, ensuring that the resources are tidily boxed and labelled to make them accessible to staff. Ensuring the resource area stays tidy.
11. Providing an inventory of all resources, updating it annually and submitting it in February with bids for the following year's resources.





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12. Controlling and handling of the budget for the areas.
13. Organising and leading INSET for the areas.
14. Leadership of a group when reviewing the curriculum
15. Creating knowledge organisers to support staff and children's knowledge in a unit of work.

## **11. Monitoring and Evaluation**

Monitoring and evaluation is carried out to enhance the teaching and learning of History within our school. It is the responsibility of all staff to monitor and evaluate the curriculum provision made for History within their own classroom in order that pupils make the greatest possible progress. Formal or informal evaluations will be carried out at the end of each lesson by the class teacher and an evaluation of the overall curriculum (that the syllabus is fully implemented) is carried out by the subject leader.

An important element of the subject leaders' role is that of monitoring the effectiveness of provision in History. Pupils' progress and performance is evaluated taking account of factors, which may influence this, including teaching methods, resources, schemes of work and accommodation. All subject leaders maintain a subject file which contains the evidence and outcomes from their ongoing monitoring and evaluation.

Monitoring takes place in a number of ways:

- ◆ an analysis of teachers' planning
- ◆ assessment of recorded work and displays
- ◆ classroom observation, if and when appropriate
- ◆ discussion with individuals or groups of children
- ◆ discussion with members of staff.

## ***Monitoring and Evaluation***

### **Review**

This policy will be reviewed annually or as appropriate, by teachers and governors, in consultation with the Headteacher. Policy last updated \march 2023.



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The History Policy at Baines Endowed C.E. Primary School will be reviewed and modified on a regular basis at least every two years.

It is possible to add amendments to this document prior to a review and these will be incorporated into the next issue. To add comments please complete the information on this sheet, adding the date and signing where indicated.

Name of person responsible for this policy: Mrs Cowell