 ***Banks St. Stephen’s Church of England Primary School***

***“Belonging, Serving, Succeeding”***

Vision for Banks St. Stephen’s Church of England Primary School

“We actively promote a sense of pride in belonging to this community. Leading by example, we seek opportunities to serve God by serving others.  We are ambitious for each individual and determined to enable every member of the school community to flourish and succeed.”

**History Policy for Key Stages 1 and 2**

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**At Banks St Stephen’s CE Primary School, our history curriculum is designed with the intention that learning should:**

**•** Inspire a lifelong interest in the past, starting with our local history and community.

• Equip children with the skills to investigate and understand historical events and their significance.

• Encourage reflection on the past to foster responsibility for shaping the future.

#### **Principles**

* Develop confident, curious, and independent historians who ask questions about their local area and beyond.
* Ensure learning builds progressively, connecting knowledge to embed it in long-term memory.
* Promote respect for diverse historical periods, people, and cultures, valuing different perspectives and experiences from the past.
* Encourage pride in historical learning, celebrating personal and collective achievements.

**Learning Culture**

To enable children to learn well, the school will develop a culture where children:

* Enjoy exploring the past through history
* Feel safe and supported in sharing their ideas
* Interact respectfully with diverse people, places, and viewpoints
* Take risks by asking questions and exploring new concepts
* View mistakes as opportunities to deepen understanding
* Persevere when faced with challenges in their historical learning
* Respond positively to high expectations in their historical work

And where adults:

• Build positive relationships that inspire curiosity about history.

• Set high expectations for children's historical understanding and skills.

• Consistently guide behaviour and engagement in history lessons.

• Model enthusiasm, inquiry, and respect for the subject.

• Treat all children fairly and with respect, reflecting Christian values and ethos.

• Encourage and celebrate achievements in historical learning.

This history learning culture will be actively taught, quickly established, and continuously reinforced, with children involved at every stage.

**School Values in History**

**Belonging**

• Develop a sense of belonging by exploring the local area’s history.

• Connect children’s history learning to their own community.

**Serving**

• Encourage children to understand how historical figures and events have shaped communities.

• Discuss how individuals and groups have served society throughout history.

**Succeeding**

• Inspire children to succeed in historical knowledge and skills.

• Foster success in investigating and interpreting historical evidence.

**British Values in History**

**Democracy**

**•** Encourage children to express views on historical events and issues.

• Discuss democratic decision-making in historical and contemporary contexts.

**The Rule of Law**

**•** Understand the development and impact of laws throughout history.

• Discuss the importance of laws in shaping societies.

**Individual Liberty**

**•** Empower independent thinking and investigation in history.

• Explore how individuals have fought for and exercised their freedoms.

**Mutual Respect**

**•** Promote respect for different cultures, beliefs, and historical perspectives.

• Discuss how history shapes people’s lives and communities.

**Tolerance of Different Faiths and Beliefs**

**•** Learn about the diversity of beliefs and practices throughout history.

• Explore how historical events have influenced religious and cultural tolerance.

**Effective Teaching and Learning in History**

**Teachers will:**

* Have solid historical knowledge and effective teaching methods.
* Choose the best approach for each historical topic.

**History teaching will help pupils retain knowledge by:**

* Sequencing lessons for progression.
* Making connections between topics (Interleaving).
* Regularly revisiting key content (Spacing).
* Using quizzes and questioning to aid recall (Retrieval).
* Encouraging talk and discussion (Elaboration). •
* Presenting information in various ways (Dual-coding). • Designing tasks to avoid memory overload (Cognitive Load Theory).

**Teaching strategies will include:**

* Paired and group discussions.
* Investigating problems and conducting research.
* Explaining and reasoning about historical ideas.
* Sharing findings in different formats.
* Practising and applying skills.
* Whole-class and group lessons.
* Independent and collaborative learning.
* Using historical resources (artefacts, documents, IT).
* Asking and answering historical questions.
* Visits to historical sites and museums.
* Creative and physical activities.
* Debates and presentations on historical topics.
* Design and making projects.
* Setting historical challenges.
* Producing work for different audiences.

Children will take responsibility for their history learning, reflecting on challenges and improving understanding.

**Learning Environment in History**

**The History learning environment will:**

* Maximise historical learning.
* Be organised and tidy to support focus.
* Encourage independent use of historical resources.
* Be rich in historical language and concepts.
* Be welcoming, attractive, and well-organised.
* Show respect for all historical resources.

**Displays might include:**

* Celebrating achievements in history.
* Supporting organisation with visual aids (timelines, labelled resources).
* Promoting independence through prompts for historical tasks.
* Supporting learning with working walls, examples, and WAGOLLs (What a Good One Looks Like).
* Providing challenge through historical questions.
* Reflecting current historical topics/themes – Black History
* Displaying vocabulary to support history learning.

**Teaching and Assessment for History:**

* Assessment for learning will guide lesson planning to ensure progress.
* Prior understanding of historical topics will inform lesson planning, ensuring a progression of knowledge and skills.
* Planning will be shared with TAs to support effective teaching.

Children will be able to answer questions about what they are learning in history, not just what they are doing.

**Stage 1 - Planning: History**

**Classroom:**

**Checklist**

* Displays – Show effort, highlight mistakes, not perfection.
* Class rule – Help each other to learn about history.
* Class layout – Group desks for collaboration.
* Teacher’s desk – At the front, tidy, for feedback, not for queueing.
* Additional spaces – Quiet area for independent research.

**Unit Planning Phase**

Before planning, consider:

* Key historical knowledge and vocabulary – Consult subject leader if needed.
* Worksheets – Only use if essential.
* Learning objectives – Clear and focused.
* Connections between ideas – Link events, people, and themes.
* Unit planning – Focus on progression across the unit.

**Resources Needed**

* Curriculum plans – Align with unit content.
* Previous unit assessment – Understand students’ current level.
* Knowledge organisers – Key terms, concepts, and skills.

**Checklist**

* Clear history curriculum – Follow it closely.
* What do students already know?
* End-of-unit knowledge – Events, terms, processes, key people.
* Representations/explanations – Timelines, diagrams, digital tools.
* Address misconceptions – Correct misunderstandings.
* Connections to key knowledge – Link local and global history.
* Sequencing – Logical progression of concepts, revisiting key ideas.

**Lesson Planning Phase: History**

**Before planning, consider:**

* Focus of the lesson – What historical concept will be taught (chronology, cause and effect)?
* Teach the subject – Prioritise historical knowledge and skills.
* Cognitive load – Plan activities to balance students' mental effort.
* Know your students – Consider their mindsets, interests, prior knowledge, and home life.
* Pedagogical content knowledge – Use best practices for teaching history.

**Resources needed:**

* Unit plan – Ensure it aligns with the broader history curriculum.
* Knowledge organiser – Key terms, timelines, concepts.
* Planned resources – Artefacts, images, texts, technology.

**Checklist:**

* End-of-lesson outcomes – What key history knowledge and skills should students demonstrate by the end? What’s critical? Optional? How will you assess success (questioning or tasks)?
* Activities to stimulate thinking – Which tasks will make students apply historical concepts (interpreting evidence, comparisons)?
* Cognitive load – Where might the students feel overwhelmed? How can you simplify the task or provide support?
* Managing challenge – How can you guide students through complex historical ideas?
* Flexibility – When might you adjust the plan to respond to students' needs or interests in history?

**History Learning Objectives:**

* Clear and focused – Focus on specific historical knowledge or skills (e.g., sequencing events, analysing evidence).
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* Displayed at the right time – Show at the beginning of the lesson and refer back to throughout.
* Discussed and explained – Ensure students understand the objective and its relevance to history.
* Based on prior knowledge – Build on what students already know about historical events or themes
* Written in the format: "To... Example: "To identify the key causes of a significant event."
* Referred to throughout the lesson – Continuously reference the objective to ensure focus.

**History Success Criteria:**

* Identified by the teacher during planning – Determine key historical concepts to focus on.
* Break down the learning – Outline specific steps (Example: identifying causes, analysing evidence).
* Include steps or 'ingredients' for success – Focus on skills like using timelines, identifying sources, or comparing perspectives.
* Short and possibly visual – Use visuals like timelines or diagrams to support criteria.
* Generated with the children – Involve children in setting criteria (Example: "What do we need to know to explain the significance of this event?").
* Written up and referred to during the lesson – Refer back to success criteria as a guide.
* Gradually withdrawn – As students gain confidence, reduce the prompts and encourage independence.

**Stage 2 and 3- Teacher input and children completing task**

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| **Fixed Mindset** | **Growth Mindset** |
| "I’m not good at history.” | “What am I missing?” |
| "I’m awesome at this." | “I’m on the right track." |
| "I give up." | "I’ll use some of the strategies I’ve learned." |
| "This is too hard." | "This may take some time and effort – it will help my brain grow." |
| "I can’t make this any better." | I can always improve, so I’ll keep trying." |
| "I just can’t do history." | "I’m going to train my brain in history." |
| "I will never be that smart | "I’m going to figure out how it’s done." |
| “I made a mistake.” | "Mistakes help me learn better." |
| "It’s good enough." | "Is that really my best work?" |
| "Plan ‘A’ didn’t work." | "Good thing the alphabet has 25 more letters." |
| "I quit!" | "I won’t give up." |

**Review of Learning/Plenary in History** **will:**

* Allow teachers to adapt based on students' historical understanding.
* Reflect on the learning of historical concepts that have taken place.
* Review progress towards historical objectives and success criteria.
* Address misconceptions about historical knowledge, provide improvements, and add further challenges.
* Allow time to reflect on the "how" of history learning, not just "what" has been learnt.

**Outcome will**:

* Be measured by what historical knowledge students have achieved by the end of the lesson.
* Include the evidence of learning through history-related activities.
* Provide sufficient time for children to acquire meaningful historical knowledge.
* **Challenge for All History Teaching will**:
* Be appropriately pitched to the students' level of historical knowledge.
* Support children to develop their historical skills.
* Extend and challenge children who grasp historical concepts more quickly.
* Be adaptive throughout the lesson to meet various historical learning needs.
* Address EHCPs/IEPs for children with SEND.

**Adult Input in History Lessons**:

* Provides clear overviews of historical objectives.
* Outlines key historical content to be covered.
* Signals transitions between historical topics.
* Addresses misconceptions about history.
* Reviews main historical ideas taught.

**History Teachers will also**:

* Model historical learning and engage children in historical inquiry.
* Use interactive and engaging historical teaching strategies.
* Ensure appropriate pacing to maximize learning of historical concepts.
* Respond to ongoing assessment, adapting teaching as needed in history.
* Generate success criteria relevant to history topics.
* Be flexible depending on the historical learning taking place.

**Questioning in History**:

* Questions will be asked to assess historical understanding, challenge, and deepen thinking.
* Different types of questions will be used, including open and closed questions about historical concepts.
* Questioning will be tailored to children's understanding of history.
* Opportunities for children to ask their own historical questions will be planned.

**Feedback & Marking in History**:

* Regular feedback will be given about historical progress.
* Marking will identify success and areas for improvement in historical knowledge and skills.
* Feedback will focus on historical objectives and success criteria.
* Opportunities will be given for children to respond to verbal feedback in history.
* Live marking informs future history teaching, planning, and interventions.

**Self & Peer Assessment in History**:

* Children will assess their own and peers' historical understanding.
* Guidelines for historical self-assessment and peer assessment will be agreed upon.
* This will help children address misconceptions and make improvements in historical learning.

**Vocabulary in History**:

* Teachers will model correct historical terminology.
* Pupils will be encouraged to use full sentences and extended answers, particularly in history.
* Opportunities will be taken to extend children's historical vocabulary.
* Subject-specific vocabulary from previous years will be revisited regularly.
* Displays will promote historical vocabulary.

**Opportunities to Develop History Skills**:

* Opportunities will be planned for children to develop and apply their historical knowledge and skills across the curriculum.

**Deployment of Teaching Assistants in History**:

* TAs will support history learning by assisting with understanding and engagement in history lessons.
* They will provide targeted interventions based on historical needs.
* TAs will help scaffold historical learning while encouraging student independence.
* TAs will work closely with teachers to ensure effective support in history lessons.

**Role of Curriculum Subject Leaders in History**:

* Subject Leaders will ensure the history curriculum aligns with the school's goals and ensures progression.
* They will monitor teaching of history, providing feedback and support.
* They will support staff development in historical pedagogy.
* They will assess historical progress and resource management.
* Subject Leaders will communicate with staff and governors about historical developments.

**Role of Parents in History**:

* Parents will be kept informed about their child’s progress in history through end of year reports.
* The school's history curriculum will be shared with parents via the website.

**Role of Governors in History**:

* Governors will monitor the effectiveness of the history curriculum and its teaching strategies.
* They will allocate resources effectively to support history teaching.
* Governors will ensure that history teaching meets health and safety regulations.
* They will ensure professional development for staff in history teaching.

**Monitoring & Evaluation of History Teaching**:

* The history teaching policy will be reviewed regularly.
* History teaching will be monitored through observations, feedback, and self-evaluation processes.
* Regular reviews of history teaching strategies will ensure continued improvement in the subject.

**Review**

This policy was ratified by governors January 2025 and will be reviewed in October 2026