



# Chapelford Village Primary School

## History Policy

---

*Learn*

*Achieve*

*Respect*

Chapelford Village Primary School

Santa Rosa Boulevard

Warrington

WA5 3AL

Telephone: 01925 712554

Email: [Chapelford\\_admin@omegamat.co.uk](mailto:Chapelford_admin@omegamat.co.uk)

### DOCUMENT STATUS

Version	Date	Action
1	November 2018	New Document adopted by Full Governing Body

POLICY

## **Aims and objectives:**

### **There are four main aims to this policy:**

To establish an entitlement for all;

To establish expectations for teachers of this subject;

To promote continuity and coherence across the school;

To state the school's approaches to this subject in order to promote public and particularly parents and carers' understanding of the subject.

## **Introduction:**

### **The importance of history to the curriculum**

The aim of history teaching at CVPS is to stimulate the children's interest and understanding about the lives of people who lived in the past. The children are taught a sense of chronology and through this they develop a sense of identity and a cultural understanding based on their historical heritage. They will learn to value their own and their others people's cultures in modern multicultural Britain. By considering how people lived in the past, they are better able to make their own life choices today. At CVPS, History makes a significant contribution to SMSC and the promotion of the fundamental British values by teaching how Britain has developed as a democratic and diverse society. Children are taught to understand how events in the past have influenced our lives today; we also teach them to investigate these past events and by doing so, to develop the skills of enquiry, analysis, interpretation and problem solving.

### **Expectations:**

Throughout the school, we expect that by the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study. Children in each year group, will be assessed against key assessment criteria and teachers will make an informed decision whether individuals are emerging, expected or exceeding for each key skill. 85% of children in each class should achieve at least the expected level within their year group.

### **The aims of history and how these contribute to the school's aims.**

Our school aims to:

- 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 know and understand how the British system of democratic government has developed and in doing so, to contribute to a child's citizenship education;
- To understand how Britain is a part of a wider European culture and to study some aspects of European history;

- To have some knowledge and understanding of historical developments in the wider world;
- To help children understand society and their place within it so that they develop a sense of their cultural heritage;
- To develop in children, the skills of enquiry, investigation, analysis, evaluation and presentation.

### **Planning and Progression**

We follow the national curriculum for history alongside Focus Educations Learning Challenge Curriculum.

Our curriculum planning is in three phases - long term, medium term and short term. The long term plan maps the history learning challenges to be covered in each term during each key stage. These learning challenge questions link with other areas of the children's learning in class, particularly in KS1. Moving forward in KS2, an increasing emphasis is placed on independent historical study. We teach knowledge, skills and understanding set out in the National Curriculum through the corresponding PoS.

As a basis for our medium term planning we use the Focus Learning Challenge Curriculum which gives details of the Big Learning challenge question and weekly learning challenge questions. We ensure that the relevant KSU are taught and developed within the weekly lesson when it is planned by the class teacher. When planning for the term, teachers will plan a range of activities to progress the historical skills. These skills are; chronology, historical knowledge, interpretations of history, historical enquiry and organisation and communication. These skills will also progress throughout each year group. The children will also begin to be able to discuss the skills they have learned rather than always discussing the activity they have completed. This will provide children with the vocabulary they need to become confident historians.

We plan the learning challenges so that they build upon the children's prior learning and interests, alongside ensuring the relevant key skills and PoS are covered. Children of all abilities have the opportunity to develop their skills and knowledge in each unit and through planned progression built into the Learning Challenge curriculum, we offer them an increasing challenge as they move through the school.

### **Teaching and Learning**

History at CVPS focuses on enabling children to think as historians. We place an emphasis on asking questions and following a historical enquiry through examining artefacts and primary and secondary sources. Looking at evidence and interpretations of the past and forming their own conclusions about why certain things happened or periods in time were the way they were. In each key stage we give children the opportunities to visit sites of historical significance or arrange for visitors to come into school where the children can become immersed in the period

of time studied. In addition, we encourage visitors to come in and talk about their experiences of events in the past.

We recognise and value the importance of stories in history teaching. We focus on helping children understand that historical events can be interpreted in different ways and that we should asking searching questions such as 'how do we know?' about information we are given.

### **Early Years Foundation Stage**

We teach history in reception class as an integral part of the topic work covered during the year. History makes a significant contribution to the ELG objectives of developing a child's understanding of the world. This will be taught through child initiated and adult directed activities in the indoor and outdoor provision.

### **Inclusion**

To ensure that all children make at least expected progress for their ability in history:

All children follow the same learning challenge question;

Teachers provide suitable ways for children of different abilities to access difficult ideas: eg for low attaining children by narrowing the range of information to be used., by increasing the degree of support through their own advice, by using relevant resources or by the use of other adults;

Teachers should challenge higher attaining pupils by expecting them to interrogate more demanding sources, by expecting them to work with greater independence and by raising expectations about how they might communicate their ideas;

Teachers use a range of teaching styles in each lesson in order to match the range of learning styles represented in a typical class.

### **Teaching History to children with SEND**

History forms part of the school curriculum policy to provide a broad and balanced education to all children. We enable all children to have access to the full range of activities involved in the learning of history.

### **Resources**

The school has a central store where there are labelled boxes of equipment for units of work. These contain books and artefacts. The school also has a contract with Winsford Education library, which provide us with books, DVD's and artefacts to support the unit being covered by individual classes.

### **Assessment, Recording and Reporting.**

Teachers assess children's work in history by making assessments as they observe them working during lessons. They record the progress that children make by assessing the children's work against the Learning objectives and KSU. On completion of a piece of learning, the teacher comments on the piece of work in line with the school's academic guidance policy. At the end of a Learning Challenge, the teacher makes a judgement as to whether the key skills for history are emerging, expected or exceeding for the relevant year group. At the end of the academic year, a written report is given to all parents, which makes comments on the achievements of the children in their history learning.

Each child's piece of work will include a skills sticker relating to the skill that has been taught in the lesson. This will clearly show the range of skills being taught across the half term and will support the children in becoming confident with this vocabulary.

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

### **Monitoring and evaluating**

All teachers are responsible for monitoring and progress of the children in their care. However, the subject leader under the direction of the head teacher takes a lead in this.

The SLT and the History subject leader is responsible for monitoring the standard of children's work and the quality of the teaching of history. The history leader is also responsible for supporting colleagues in the teaching of history, for being informed about the developments in the subject and for providing a strategic lead and direction for the subject in the school.

Monitoring activities are undertaken throughout the year. These include

Pupil/teacher voice questionnaires

Working the walls

Monitoring of learning challenge books

Samples of planning are monitored

Subject leadership time allocated to undertake monitoring and developments.

Termly reports written for headteacher and governors

SLT to analyse pupil data.

A portfolio shows evidence of progression and samples of work from around the school.

### **Home Learning**

Home learning is set within the guidelines of the school's home learning policy.

In KS1 and KS2 the children are set tasks as a home learning challenge. This can be linked to any part of their current learning and takes the form of the children researching and investigating an area of interest to them within the challenge question given by the teacher. They present their home learning in a creative way of their choosing. Teachers should ensure that a history

learning challenge question based on the Big Question is offered to the children on a regular basis.

### **Links with Core subjects**

#### **English**

History contributes significantly to the teaching of English in our school by actively promoting the skills of reading, writing, speaking and listening. The children are exposed to texts of a historical nature in reading, they discuss historical enquiries in groups and present to the rest of the class. Also in writing the children compose writing texts such as reports and letters.

#### **Maths**

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. Also, they learn collect data and to interpret information presented in a graph or diagram.

### **Links with other subjects**

Geography, Science, Computing, Art and design, RE, PE and Dance, music key skills are taught and developed within history learning. We value and encourage the children to be expressive and creative in their history based learning.

Any cross-curricular links will be clearly evident in the learning challenge books with the appropriate skills sticker.

### **British Values**

British values according to the government publication, 'actively promotes the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs...'

At CVPS we help the children to understand and value the importance of diversity. We are all different and act differently even in the same situation. Children are asked thought provoking questions such as what they would do in that situation, what do they think it would like? This should help to develop a sense of respect and tolerance. Our learning challenge questions are carefully chosen and planned to help students build a coherent picture of British and World history.

### **SMSC**

When teaching history, we contribute to the children's spiritual development where possible. 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.

### **Safe Practise**

All staff adhere to the school's health and safety policy and particular note must be taken of the policy relating to the safe practice on visits and school field trips.

## **The Learning Environment**

A time line should be visible in class at all times.

When pupils are working on a learning challenge question they should have good access to a relevant and appropriate timeline for the period of time being studied.

A class display should be provided with the learning challenge question, key vocabulary, pictures, images, and further questions to encourage inspiring and intriguing the children. A selection of books should be on display along with artefact for the children to handle where available.

Displays around the schools should provide equal opportunities for celebrating children's learning and achievements in History based learning.

Children are expected to produce one piece of work per week as evidence of their learning.

## **Review**

This policy will be reviewed in line with the school policy review programme.