

## History Policy

### History – Delph Side Community Primary School

To ensure all children **enjoy** their learning and attending school.

To provide opportunities for children to **embrace** learning through real life, hands on experiences.

To prepare children to **evolve** into the next stage of their schooling.

#### Intent

At Delph Side Community Primary School, we aim to provide creative high-quality History lessons to inspire and motivate our children to prepare them for their next stage of life.

Our History curriculum provides children with opportunities to develop their historical awareness of key contributing events, societies and civilisations which have impacted Britain and our lives today. Our curriculum aims to progress the children's understanding of their ancestry, their chronological awareness and how we utilise a range of historical sources to understand our past.

By the age of 11, the children will know how to evaluate a range of historical pieces of evidence, form a chronology of key events, their dates and the names of influential figures involved, and will be able to talk about influential civilisations from across the globe which have had impact on our way of life in Britain. Children will also have a deeper understanding of the history of their local area, to appreciate how communities form over centuries to become the societies we live in today.

Children will be introduced to various historical events and eras over their curriculum journey, and will access high-level, topical and historical vocabulary used by historians and by experts in each topic taught. The skills they will obtain are applied to their other curriculum topics, allowing children to use their history skills and understanding to reflect on and explore topics in greater detail; for example, by evaluating geographical sources of evidence, enhancing their reading skills and developing empathy and sympathy for key figures in their history learning - developing their personal, social and emotional development. Chronological learning will also enrich mathematical sequencing, difference and sum knowledge when charting successes and failures within taught civilisations and key historical periods.

At Delph Side, it is paramount that our historical teaching and children's learning is purposeful and relevant to our community. For this reason, KS1 classes will study the history and development of schooling in Britain, and how Victorian schooling was shaped by industry and location in our local area. In UKS2, children study the history of Skelmersdale from its industrial heights to its earliest inception as a Norse settlement – providing children with real-life historical relevance.

#### Implementation

As part of this planning process, Subject leaders and teachers will plan the following for in preparation of teaching the lessons:

- History Curriculum Map and Progression of skills. This outlines knowledge and skills (including vocabulary) all children must master.
- A series of lessons, which carefully plans for progression and depth.
- End of topic quiz which is tested regularly to support learners' ability to block learning and increase space in the working memory.
- Challenge questions for pupils to apply their learning in a philosophical/open manner.
- Enrichment opportunities to enhance the learning experience.
- Displaying and celebrating the pupils' historical enquiry in their class, around school and in the wider community.
- Themed History Days and History weeks to focus learning through key dates, commemorative events and anniversary dates which have significantly impacted British history and society.

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## Impact

Our History Curriculum has been well-structured and sequenced to demonstrate progression of skills, whilst building outwards from children's prerequisite knowledge of home and community, into the past of the wider world. Children will have a deep understanding of their local history and ancestry, then understand how it fits into a timeline of wider historical events and eras. Children will journey through a range of ancient civilisations, as they took place and overlapped through history, whilst deepening their knowledge and understanding of significant commemorative dates in British history, such as: November 5<sup>th</sup> 1605 and Remembrance Day.

In addition, we measure the impact of our curriculum through the following methods:

- A reflection on skills achieved against the planned outcomes.
- Pupil discussions about their learning; which includes discussion of their thoughts, ideas, processing and evaluations of work. (PAQ)
- Learning Walks
- Book Monitoring
- Staff Attitudinal Questionnaire.
- Reviewing social media platforms and parental engagement in response to our planned enrichment activities.

### **Introduction:**

A high quality history education enables children to understand the wider world in clearer detail and allows them to ask questions to better understand why events have occurred and their order. Our history teaching will allow children to lead a line of enquiry, discuss and weigh evidence from a variety of sources and discern between reliable and questionable historical evidence. Our history teaching will enable our pupils to understand the challenges our society, and that of other countries, have faced in their time, and will show our children diversity and relationships between groups of people and their changes over time.

### **Key Aim of History:**

- To enable children to know about significant events in British history, to appreciate how things have changed over time and understand how Britain has influenced the wider world.
- To develop a sense of chronology and understand how they fit into the framework of the past, present and future.
- 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 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, including ancient civilisations empires and past non-European societies.
- 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.
- To ask historical questions and create their own structured accounts, including narratives and analysis.
- To gain and use historical vocabulary.

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- To gain historical perspective by placing their growing knowledge into different contexts.
- To understand historical concepts such as continuity and change, cause and consequences and use them to make connections.

### Teaching & Learning:

#### Foundation Stage:

History is delivered to the Nursery and Reception pupils within the Knowledge and Understanding of the World Area of Learning through a cross curricular topic based approach at various points throughout the academic year.

#### Key Stage 1:

At Delph Side we continue the teaching of Foundation Subjects, including History, as a creative, cross curricular approach throughout the year. We base our teaching on the use of National Curriculum Programmes of Study and the development of historical skills.

#### Teaching Approaches:

A variety of teaching approaches are presented to children throughout their History lessons. These include:

- A) Teacher guided sessions, where information is provided.
- B) Mixed ability groups where children discuss problems in small groups.
- C) Class discussions lessons.
- D) The use of differentiation, allowing children of differing abilities to work at their appropriate pace and level.
- E) The use of audio-visual aids in presenting material to the children, such as DVD's iPads/and/or the internet
- F) The use of field work where possible so that children gain first-hand experience of local and contrasting locations.
- G) The integrated use of ICT within the lessons.
- H) The use of outside speakers with relevant experience.
- I) A range of cross curricular writing opportunities.

#### Curriculum:

At Delph Side we are pleased to have developed our own, bespoke curriculum, which incorporates all the statutory teaching and learning implemented in the curriculum. It is a theme-based learning approach, across the curriculum, includes skills-based learning for each year group and is an exciting and purposeful way of ensuring our children at Delph Side are obtaining a Curriculum that is

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enjoyable, interesting and fulfils all the statutory guidelines. The subject leader will review the impact of the History curriculum.

Our curriculum builds on the children's knowledge of immediate history in their lives and local area, and builds outwards, exploring wider historical concepts which have political influences, and civilisations from further afield.

Pupils work is marked using the green and pink marking policy that we follow at Delph Side using appropriate reference to the learning objective and the 'next steps' children need to follow to continue to improve. Curriculum leaders are responsible for monitoring the progress of the teaching of History and, during a focus week and throughout other points in the year, collect samples of the children's work, scrutinise the work and review and re-write the action plan.

Class teachers complete half termly assessments on Otrack against age related expectations, grading children as 'Working towards', 'Working at' or 'Working at a greater depth' standard. This monitoring and evidence provides accurate data as an overview of the teaching of History at Delph Side. From the data, the subject leader is able to write an Annual Report to Governors, considering all contributing factors to a child's development and presenting the data accordingly. Foundation Stage reporting appears within the Knowledge and Understanding of the World and is recorded throughout the Nursery and Reception years.

**Enrichment:** The subject leader identifies needs from data and observations and leads an after school club in the year to develop skills. Teachers take account of the three principles of inclusion that are set out in the National Curriculum through: Setting suitable learning challenges, responding to the diverse learning needs of pupils, overcoming potential barriers to learning and assessment for individuals and groups of pupils.

Theme weeks will be held within the school year to immerse our pupils in historical enquiry and promote a broader history curriculum. WW2 week in Autumn term, plus another history-based theme week in Summer term will provide opportunities for historical discussion and whole-school engagement in the subject.

Policy updated: Spring 2019

To be reviewed: Spring 2020