

OAKDENE PRIMARY SCHOOL

HISTORY POLICY



Document History	
CREATED: (Updated)	Spring 2023
By:	M. Leonard
Version:	8
REVIEW FREQUENCY:	Bi-annually
APPROVED BY GOVERNING BODY:	Spring 2023
REVIEW DATE:	Spring 2025

OAKDENE PRIMARY SCHOOL

HISTORY POLICY

Aims and Intent

This policy has been written to outline the aims, strategies and principles for the teaching and learning of History at Oakdene Primary School. At Oakdene we aim to stimulate children's excitement and natural curiosity about the world around them, through the teaching of history both in children's own experience and beyond living memory.

Our aim is for all pupils to see themselves as historians and have a real passion for the subject and an enthusiastic engagement in its teaching and learning. We do this through a curriculum which provides our pupils with 'memorable' experiences and visits to bring History alive; as well as regular opportunities to work together collaboratively. We aim to develop their sense of curiosity about the past and their understanding of how and why people interpret the past in different ways through the use of enquiry questions or 'Learning Challenges' throughout planning. We want our pupils to embrace challenging activities, including opportunities to undertake high-quality research across a range of history topics.

Key Concepts

In order to develop an excellent knowledge and understanding of people, events, and contexts from a range of historical periods, both locally and across the world, our curriculum is underpinned by four key concepts. These concepts are reflected in whole school progression of skills documents alongside individual teacher planning.

Chronological Understanding

This concept involves an understanding of the passing of time and how some aspects of history studied were happening at similar times in different places. This is developed through timelines and displays in classrooms and across schools, as well as lessons in each topic to understand where certain periods fit within the children's knowledge of the past.

Investigate and interpret the past

This concept involves understanding that our understanding of the past comes from an interpretation of the available evidence. This is taught through examination of a range of sources, understanding different viewpoints and potential bias.

Build an overview of World History

This concept involves an appreciation of the characteristic features of the past and an understanding that life is different for different sections of society. This is developed through understanding how people's lives have changed and comparing different periods of history.

Communicate Historically

This concept involves using historical vocabulary and techniques to convey information about the past. At Oakdene, we provide opportunities for children to share their historical knowledge using a range of techniques including computing, art and literacy skills.

OAKDENE PRIMARY SCHOOL

HISTORY POLICY

Curriculum Planning

The programmes of study for history is set out year by year and directly link to the National Curriculum. Subject coverage and skills progression in each year group is outlined in the whole school knowledge and progression documents and is reflected in each year group's medium-term plans.

History is taught through both 'blocking' and 'cross-curricular' approaches to allow historical links to be made, as well as links with and across other subjects. Careful thought has been placed upon the sequencing of content so that pupils build upon prior learning and make connections in their learning. Furthermore, consideration has been placed on content to ensure subjects are taught at age-appropriate levels, to allow deeper thinking about how the world has developed and changed. The curriculum is a progressive model so that by learning the content pupils will make good progress as they move through the school from Early Years to Year 6, developing historical skills and becoming critical thinkers.

Through our curriculum we aim to develop pupil's ability to support, evaluate and challenge views, using detailed, appropriate and accurate historical evidence. Pupils are taught to critically examine a range of historical sources and to use these to support their explanations and judgements.

History is not only taught through discreet History lessons each week. History is present through Whole Class Reading lessons where children often read of diverse figures in history; through weekly 'Picture News' discussions and through looking at Key figures in developments of other subjects (for example key scientists).

Key people in History

Each year group has a 'key historian'. We identified key people in History to study linked to topics. We've ensured that there are a diverse range of people including key figures who influenced the past, as well as people who work within history, as archaeologists, geologists and other careers. These include a range of races, ages and genders to ensure that children see that anyone can pursue a future in history.

Teachers should plan lessons to incorporate these and to inform children of careers available in history so children are exposed to opportunities that may be available to them.

Role of the Teacher

1. All Class Teachers are responsible for the planning, teaching and assessment of History. Teachers should encourage practical work, and ensure that meaningful experiences are provided for children in order to motivate and inspire learning. Cross curricular links should be made, where possible, to ensure learning is embedded, and skills are applied across subjects.

OAKDENE PRIMARY SCHOOL

HISTORY POLICY

2. History Teaching should include focus on knowledge of the time period studied, and skill focused lessons. Skills based lessons should develop children's curiosity and allow them to experience artefacts, draw conclusions and use evidence to support ideas.
3. Class Teachers are responsible for developing skills in History, as well as building upon knowledge. Assessment grids should be used to support this alongside conversations with colleagues, questioning and records of data to inform future planning.
4. Mark children's work following school marking policy to show that children's work is valued, and to inform assessment
5. Ensure History is part of the learning environment through displays, resources and books in the libraries.
6. Teachers should assess children's attainment and progress in History. See later section on assessment

Role of the History Subject Leader

1. Take the lead in policy development, and ensure the implementation of the National Curriculum.
2. To monitor the teaching and learning in History, to ensure consistency and progressions throughout school.
3. To take responsibility for resources for each topic, to ensure experiences for the children are rich.
4. To keep up to date with developments in History
5. To ensure displays around school raise the profile of history and support understanding on topics, chronology and sources of History.

CPD

Continuing professional development is one of the core elements of the subject leader's role. Oakdene subscribes to the Historical Association. CPD, informed by formal research and the expertise of the history-teaching community developed over decades, permeates much of what the staff can access, from conferences and events, to research, journals and guides.

The Historical Association supports teachers through the provision of quality history CPD. In addition to guidance for subject leaders it provides classroom teachers with invaluable support to help them teach history effectively.

Assessment

Formative Assessment takes place in all lessons throughout the school. This is done through effective questioning, monitoring of children's understanding and through work set in lessons.

OAKDENE PRIMARY SCHOOL

HISTORY POLICY

The most relevant early years outcomes in relation to an EYFS history curriculum come from the 'Understanding the World' area of learning. Teachers make a range of observations which are documented in the children's learning journals. These observations feed into the STEPs assessment sheets. The new EYFS statutory framework will be implemented in September 2021 and we will review assessment procedures in light of these changes.

At the end of each topic, teachers in Year 1 - 6 will assess children's understanding based on statements set out in Knowledge documents and at the end of the year a judgement will be made against the skills objectives outline in the whole school progression document. This will be recorded on a document which will be passed through school to ensure future teachers can identify gaps, and support and challenge children where needed.

Reporting to Parents and Carers

Parent's consultations take part in Autumn and Spring Terms. Progress in history will be shared through conversations and any support needed will be identified.

Written reports are sent to parents and carers in the summer term. Years 1 – 6 will report on History and Early Years will focus on 'Understanding the World' strand. Reporting will focus on skills and knowledge covered, attitudes to history and achievements.

Special Educational Needs

Learning will be provided at differentiated levels to support all children. *High expectations are set for all learners, no matter what their starting point.* All children are entitled to first quality teaching and class teachers must ensure that children with SEND are supported.

Mastery Learning

One way of meeting the needs of gifted and talented pupils can be to direct them towards resources for learning that were created for older pupils. The National Archives publishes excellent resources on its Learning Curve website (www.learningcurve.gov.uk), including a recent interactive exhibition on World War Two. This has been devised for key stages 3 and 4, but we use this resource if their reading and understanding allow them to access the materials.

OAKDENE PRIMARY SCHOOL

HISTORY POLICY

Identifying gifted pupils in history

Children gifted in history may:

- perform at advanced literacy levels for their age
- show particular skill at inference and deduction
- synthesise information well and draw inferences and conclusions from a range of sources of evidence
- use subject-specific vocabulary confidently
- establish, follow and contribute well to a line of enquiry both independently and in discussion, making relevant contributions and substantiating points with evidence
- understand complex source materials and challenge content with growing independence
- demonstrate extensive general knowledge, including a significant amount of historical knowledge which they can easily recall
- develop with ease a chronological framework (schema) for existing and new knowledge
- derive a strong sense of period from study
- be intrigued by the similarities and differences between different people's experiences of times and places and other features of the past
- thrive on controversy, mystery and unpicking evidence
- without prompting, refer to prior learning, spot irrelevance and anticipate future connections.

Rights Respecting Education

Article 28: Every child has the right to an education.

Article 29: Education must develop every child's personality, talents and abilities to the full.