

History Policy

Date	Author	Comment
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History Policy

This policy outlines the structures in place to ensure that Southcoates Primary Academy delivers a high quality history curriculum for all learners.

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Intent

Purpose of Study

History should develop and inspire pupils' curiosity to know more about the past. A high-quality history education will help pupils gain a coherent knowledge and understanding of Britain's past and that of the wider world. It should enable children to ask open ended questions about historical events, weigh up evidence and think critically. This will help pupils' develop perspective and balanced judgements about the past. Learning about history should help children to understand changes which have occurred over time, significant challenges faced by people in the past and how they have impacted modern life as well as individuals or groups who have had a positive contribution to society.

Aims

History teaching at Southcoates Primary Academy aims to ensure that all pupils know and understand:

- the history of Britain up to and including the modern day and be able to order key historical events chronologically;
- how important events in people's lives have shaped the nation or created significant change;
- how Britain has influenced and been influenced by the wider world;
- significant aspects of the history of the wider world including the nature of ancient civilisations;
- historical concepts such as continuity and change, cause and consequence and similarities and differences. Pupils will be able to use these concepts to make connections, draw contrasts, analyse trends, ask historically-valid questions and create their own structured written accounts of historical events;
- methods of historical enquiry, including how evidence is used rigorously to make historical claims;
- why there are contrasting arguments and different interpretations of the past;
- historical perspective by connecting events. This could include connecting local, regional, national and international history.

Implementation

Organisation

A theme based approach to learning is promoted. The whole school follow the same overarching theme each half term. The themes are part of a two-year cycle. For each theme, each phase has their own focus which links in to the overarching theme. Each theme has either a history or geography focus. This alternates each half term. The history work carried out is recorded in a theme book. As well as written evidence, pupils may take part in discussions and debates, use artefacts and resources to learn about the past, or visit exhibitions at the Hull Museums Service or further afield to provide hands on learning experiences.

The following documents are accessible to all teachers to ensure that each term's work is pitched correctly to guarantee clear progression between phases:

- **History Subject Leader Audit** – this document outlines the history focus for each phase in each half term. It also highlights links to the Southcoates Cultural Passport, cross curricular links and opportunities for parental involvement.
- **History Subject Progression Document** – this document dictates the key vocabulary, declarative objectives and procedural objectives to be taught during each term's history unit, for each phase.
 - Early Years objectives have been written in line with the **Early Years Framework**, with most of the history objectives relating to the Understanding the World Area of Learning and Development.
 - The objectives for Years One to Six cover the expectations of the **National Curriculum**.
 - The history curriculum at Southcoates plans for opportunities to embed learning related to our Curriculum Drivers: Safe Behaviours, Positive Role Models and Awareness of the World.
 - The progression of technical vocabulary relating to history is also planned for on the **Termly Progression Document**.
- Using the objectives from the Termly Progression Document for history and each phase's Medium Term Plans, **Short Term Planning** is conducted by teachers to plan the sequence of lessons that will enable the high quality teaching of the objectives.
- The **Declarative and Procedural Knowledge Progression Document for History** outlines how progression is planned for, with opportunities to recap and build on prior learning.

Impact

Formative assessment is carried out continuously, within lessons, through questioning and discussion to check children's understanding of a concept. Marking links to factual knowledge such as correct use of dates to ensure historical accuracy. Summative assessment is carried out twice a year to indicate if a child is working towards, at or above age related expectations. Children are assessed against the relevant National Curriculum statements for history which are listed in the History Subject Progression Document.

Pedagogy

Rationale

The SPA Curriculum aims to provide our children with teaching, opportunities and experiences that will help them to flourish and grow into successful citizens who will make positive contributions to the world around them. Underpinning our curriculum are our Curriculum Drivers:

Safe Behaviours	Whilst not explicitly taught in the history curriculum, where possible and when opportunities arise, teachers will discuss safe behaviours.
Positive Role Models	It is very important that children value their learning. Positive role models throughout history have been carefully chosen to inspire and empower the children of Southcoates, including female role models who inspired change.
Awareness of the World	The history curriculum at Southcoates fosters an awareness of the world by introducing the children to significant events and people that have helped shaped the modern world in which they live in today.

Resources

Southcoates Primary Academy, through the Schools Service Agreement, has access to the Hull Museums Service and visits are encouraged where possible. The Service Agreement includes access to the Hull Curriculum digital timeline. This online tool contains bespoke resources linked to 20 key local histories. Resources such as videos, written sources, photos of artefacts and interviews with local people are available on this platform. More local history themes are being added over time. The Hull Curriculum timeline also includes home logins so that pupils can access the resources from home to enrich their school experiences. As a school we also have access to five 'pop-up exhibitions' linked to some of the 20 key local histories. Phases are encouraged to make use of these to bring their theme alive and create an end product to share their learning with parents/carers and the school community. There are also several boxes of resources in school which are linked to a variety of history themes and books can be provided through the Hull Library Service.

Opportunities to Revise, Repeat and Build on Prior Learning

Our SPA Curriculum has been designed by Southcoates' teachers to ensure that the objectives progress as the children move through their years at Southcoates. Opportunities to revise, repeat and build on prior learning are built into our Long Term Plans, Medium Term Plans and Short Term Plans.

The specific progression of procedural and declarative objectives can be found in the Declarative and Procedural Knowledge Progression Document for History.

Assessment for Learning

Ongoing assessment is carried out within lessons through questioning, discussion and observation to check the children's understanding. Teachers monitor the application of newly learned skills. Teachers and pupils engage in focussed discussions about how to make progress, and ongoing assessment for learning influences the following teaching inputs and lesson design.

Formative and Summative Assessment

Early Years:

Termly Early Years assessments in relation to the Areas of Learning and Development outlined on the Early Years Framework are inputted on the Bromcom system. The code Y (Yes) or N (No) is inputted to indicate whether or not each child is on track to achieve the Early Learning Goal by the end of the year.

Years One to Six:

Formal teacher assessments for Years One to Six are conducted biannually at the following assessment points:

- Mid-year assessment: class teachers make an end of year prediction based on whether or not the child is on track to achieve the expected standard by the end of the year. (Assessments are based on each child's attainment in relation to the end of phase objectives outlined on the Termly Progression documents and Medium Term Plans.)
- End of year assessment: class teachers make a final judgement to indicate whether the children are working towards, have achieved, or have exceeded the expected standard. These grades are reported to parents on the mid-year Annual Reports, and the End of Year Reports. The following codes are inputted onto the Foundation Subject Assessment Tracker to record the level at which each child is working:
WTS – Working Towards the Expected Standard
EXS – At the Expected Standard
GDS – Greater Depth Standard

The children's learning is assessed against end of **phase** expectations. The assessment grid on the following page is used to show the judgements given in Years One, Three and Five in relation to the end of phase expectations:

End of Phase Standard				
	ETS	WTS	EXS	GDS
Y1	WTS	EXS	GDS	
Y2		WTS	EXS	GDS
Y3	WTS	EXS	GDS	
Y4		WTS	EXS	GDS
Y5	WTS	EXS	GDS	
Y6		WTS	EXS	GDS

Culture

Opportunities for All

Southcoates Primary Academy is committed to the inclusion of all pupils, within the school curriculum and participation in all aspects of school life.

All children at Southcoates Primary Academy should access quality first history teaching and are taught age appropriate objectives which are set out in the Subject Overview Document. To enable all children to achieve their potential in history, scaffolding is used to help pupils to develop their knowledge of a concept. Where possible, artefacts are used by teachers to support learning and bring history concepts to life.

Children are challenged by being asked to think of their own historical enquiry questions. Pupils are challenged to think about the reliability of different evidence sources and the implications of historical events on modern day life. This helps pupils to become critical thinkers.

Children who are confidently achieving age related expectations are challenged to deepen their learning by being given opportunities to apply their skills in a variety of situations, dependent on the task being undertaken.

Fostering a Love of the Subject

Southcoates Primary Academy highly values all subjects, and is committed to ensuring that every child has access to high quality experiences as well as an ambitious progressive and embedded curriculum.

To raise the profile of history, and to ensure that children understand the importance of the subject outside of the school environment, the following opportunities and experiences are organised for our children:

- School trips
- Magical Museums membership
- Hull Museums Service
- Links to the Hull Curriculum Digital Timeline

Subject Monitoring and Improvement

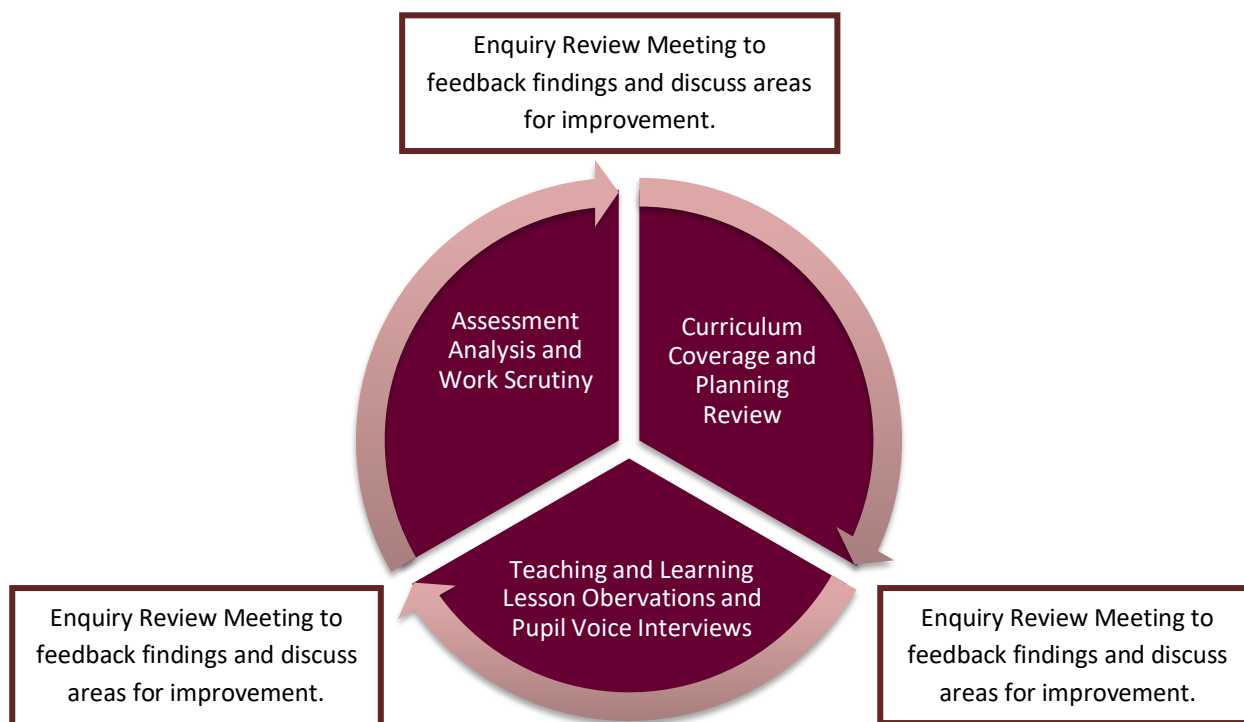
Subject Leadership

- History is overseen by the Theme Faculty. The Theme Faculty meet every other week to discuss:
 - Outcomes of monitoring.
 - Additional whole school opportunities and experiences to enrich learning and personal development.
 - CPD requirements.
 - Assessment.
 - Curriculum development.
- The Subject Leader for history and the Subject Leader for geography work in partnership to complete the monitoring cycle and to work on curriculum development and improvement for both subjects.

Subject Triangulation

The curriculum, teaching and learning and outcomes of history are monitored, developed and improved using an annual cycle of monitoring: subject triangulation.

Each year, a cycle of teaching and learning lesson observations, pupil voice interviews, work scrutinies, curriculum coverage/planning reviews and assessment analysis informs the subject leader of the quality of education for history.



Subject Improvement

Subject leaders feed back findings from the Subject Triangulation monitoring cycle to all teachers at the termly Enquiry Review Meetings. In these meetings, strengths, areas for improvement and CPD requirements are discussed. Good practice is shared to help to continually raise the standard of teaching and learning. The Enquiry Review Meetings are attended by all Teachers, Subject Leaders and members of the Senior Leadership Team, enabling constructive and productive conversations that aid continuous reflection, development and improvement of the curriculum.

CPD

- Subject Leaders are given opportunities to attend CPD events run by The Enquire Learning Trust.
- Subject Leaders are able to request staff meeting slots to upskill teachers and to deliver updates and training.
- Teachers and Subject Leaders are encouraged to work together to discuss areas for improvement, and to identify areas where extra CPD may be required.
- Subject Leaders attend local Subject Leader Network Meetings to network with Subject Leaders from local schools.