

SHIREMOOR PRIMARY SCHOOL HISTORY POLICY



Rationale

At Shiremoor Primary School we follow the national curriculum and aim to stimulate children's interest and understanding about the lives of people who lived in the past and ways in which it differs from the present. We aim to promote and support the development of chronological understanding and diverse vocabulary through a history curriculum that values cross curricular links wherever possible. We believe that learning about the past through educational visits, teaching and learning helps children to make sense of the world in which they live; allowing them to develop analytical thinking, while also gaining valuable cultural capital.

At Shiremoor Primary School we believe that the study of History makes a valuable contribution to the children's understanding of all aspects of life giving a sense of identity and heritage. Through age appropriate topics and understanding of concepts such as leadership, motive and society, children analyse specific focus in each year group and develop their historical thinking. Our curriculum shows a progression of concepts, skills and thought processes that continues to grow and develop from KS1 onwards.

Aims/Intent

- To develop an interest in the past and an appreciation of human achievements and aspirations.
- To understand the values of our society.
- To gain develop and use a wide range of historically grounded vocabulary such as 'empire', 'civilisation', 'parliament' and 'peasantry'.
- To gain an understanding of local history and how events from the past helped to shape the present.
- To learn about the major issues and events in the history of our own country and of the world and how these events may have influenced one another.
- To develop knowledge of chronology within which the children can organise their understanding of the past.
- To enable children to know about significant events in British history and to appreciate how things have changed over time.
- Children develop a range of skills and abilities - particularly those relating to finding out about the past, explaining what happened, and what people then, and now, think about what happened.

Implementation of Policy

At Shiremoor Primary School the teaching and learning of History focuses on enabling children to think as historians. History also contributes significantly to the teaching of English in our school by actively promoting the skills of reading, writing, speaking and listening. Some of the texts that we use in Literacy lessons are historical in nature.

Children develop verbal skills through discussing historical questions or presenting their findings to the rest of the class. They develop their writing ability by composing reports and letters and through using writing frames. At Shiremoor Primary School 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. Children learn to interpret information presented in graphical or diagrammatic form.

At Shiremoor Primary School we use ICT in History teaching where appropriate. Children use ICT in History to enhance their skills in data handling and in presenting written work, and they research information using the Internet.

At Shiremoor Primary School History involves:

- Enabling children to find out about the past from a range of sources – using primary and secondary sources, handling artefacts, making use of local area and visits to museums and sites of historical significance.
- Children gaining and using descriptive, technical and conceptual vocabulary to develop their historical and chronological understanding.
- Developing children's understanding and skills in looking at and interpreting evidence including recognising that the past can be represented in different ways.
- Developing skills of research and note taking and to present findings in a variety of ways such as in written, oral or pictorial form as well as using ICT.
- Children identify why people did things, the main characteristics of different societies at different times including links between times studied.

At Shiremoor Primary School teachers are responsible for including all or part of the five key elements of History over the course of the year. The key elements are intended as a guide to planning units of work. It may not be appropriate to include all five key elements within each study unit. The objectives of History teaching in the school are based on the requirements of the National Curriculum programmes of study for Key Stages 1 and 2. The History curriculum of the school will therefore help children to experience the following key aspects of the programme of study:

In both Key Stage 1 and 2, the five key elements are:

1. Chronological understanding.
2. Knowledge and understanding of events, people and changes in the past.
3. Historical interpretation.
4. Historical enquiry.
5. Organisation and communication.

All teachers plan sequences of learning in history so that they build on prior learning. Children of all abilities have the opportunities to develop their skills and knowledge in each unit and through planned progression we offer them increasing challenge as they move up through school. Teachers should access the band of objectives relevant to their year group. Teachers may select a context in which the objectives are taught.

Shiremoor Primary School Approach to History

At Shiremoor Primary School historical work undertaken within the school has been carefully organised to provide breadth and depth of knowledge and understanding as well as developing skills. Our knowledge rich curriculum places a strong emphasis on children memorising factual knowledge in a

progressive sequence and then applying it skilfully and creatively within the framework of the given subject. The development throughout the two key stages builds on children's previous work.

For each topic we teach, we identify key factual knowledge we want the children to learn, which we have judged would support children in developing their further knowledge, skills and understanding. This comprises key vocabulary, key facts, process, explanations, some essential dates, people places and artefacts that help children access the learning that will take place in the lesson.

Planning for progression

At Shriemoor primary school, we ensure that there is a foundation of conceptual understanding, factual knowledge and historical skill development. As the children progress through the key stages we aim to develop their understanding of concepts such as cause and consequence, chronology and change and continuity. This is done through enquiry based focus questions which children answer by using the embedded knowledge they have gained and applying it to the conceptual understanding, creating a rich, thoughtful historical learning experience.

Foundation Stage

At Shiremoor Primary School History makes a significant contribution to the development of each child's knowledge and understanding of the world. We provide activities such as examining photos of themselves at birth and looking for change over time, using stories that introduce a sense of time and people from the past, comparing artefacts from different times e.g. teddies, and making the most of opportunities to value children's histories from their own and other cultures.

In the Nursery and Reception classes History is taught as an integral part of topic work covered during the year. In the Foundation Stage History is about having the opportunities to find out and learn about the world they live in and discover the meaning of new and old in relation to their own lives. Children begin to develop a vocabulary that relates to the passage of time as they learn to sequence events in order using language (for example, before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening). This also links with the EYFS statutory framework and, in particular, *Understanding of the World* objectives set out in the Early Years Foundation Stage Curriculum.

Key Stage 1 and 2

At Shiremoor Primary School during Key Stage 1 children learn about people's lives and lifestyles from the more recent past. They listen to and respond to stories and use sources of information to help them ask and answer questions. They learn how the past is different from the present. Children begin to learn about the more distant past through topics that have a direct connection to our local area. They use the primary resources available to help them understand a life very different from their own.

At Shiremoor Primary School during Key Stage 2 children learn about significant people, events and places from both recent and more distant past. They learn about change and continuity in their own area, in Britain and in other parts of the world. They look at history in a variety of ways, for example from political, economic, technological and scientific, social, religious, cultural or aesthetic perspectives. They use different sources of information to help them investigate the past both in depth and in overview, using dates and historical vocabulary to describe events, people and developments. They also learn that the past can be represented and interpreted in different ways. Children are provided with a Knowledge Organiser for each unit of work they undertake which outlines the key knowledge and vocabulary they are learning about.

Personal Development

At Shiremoor Primary School History contributes significantly to pupils' social, moral, spiritual and cultural development. The study of History involves a sense of curiosity and the mystery of how and why events in the past happened and raises questions as to what could have happened if events had had different results. Pupils are encouraged to explore the role played by important individuals, for good or ill, in the shaping of the world we live in. Pupils also reflect upon different interpretations of the past and how these interpretations have been arrived at. Through History lessons pupils are asked to consider and comment on moral questions and dilemmas. Events and beliefs in the past will often be at odds with what we would consider unacceptable today (and were to some people in the past also) Pupils will be encouraged to show compassion for people facing dilemmas and to empathise with decisions which people in the past made and the reasoning behind these decisions. Notions of right and wrong are explored in connection with events from the past, linking with the value of justice. In addition to this, pupils will study, and be encouraged to gain an understanding of and empathise with, people from different cultural backgrounds. They will examine how other cultures have had a major impact on the development of 'British' culture. Pupils develop a better understanding of our multicultural society through studying links between local, British, European and world history.

Assessment

At Shiremoor Primary School we assess the children's work in History by making informal judgements as we observe the children during lessons. Using the age appropriate curriculum statements teachers ensure pupils have the opportunity to make progress in History through high quality planning which responds to pupils' needs.

Children are also regularly challenged with low stakes quizzes linked to the knowledge and concepts of their topic. This helps to embed understanding and allow teachers to make assessments throughout the topic and adapt to the children's needs.

Evidence of pupil achievement is located in the Humanities books and in class record books. Staff will store digital evidence including photos and videos on a secure iPad or on the school network. Gathering qualitative evidence by speaking to pupils, scrutinising pupil's work and observing lessons gives the subject leader a clear overview of standards across school.

Before the end of each topic, on the second final lesson, children are assessed on their understanding. This can be done within the context of a further developed quiz, which encapsulates the learning of the topic, or by answering an enquiry based 'Big' question. After this assessment is completed, the teacher then has a final opportunity to plug any gaps for the children within a final session. Furthermore, children who have shown confidence in this assessment, are then given a final task to further challenge them.

Differentiation

At Shiremoor Primary School we aim to encourage all children to reach their full potential through the provision of varied opportunities. We recognise that our curriculum planning must allow children to gain a progressively deeper understanding and competency as they move through our school.

More Able Learners

More able learners will be identified as part of our formative and summative assessment procedures. We will provide for their needs through a framework of high quality first teaching which focuses on ensuring the children are challenged appropriately. In addition, we will focus on developing their learning behaviours, including, greater reflection, problem solving and enquiry, making connections, higher order thinking skills and independent learning. Furthermore, children who have shown confidence in the final assessments (as discussed above) are then given a final high order enquiry task to further challenge them. The progress of more able learners is tracked to ensure more able children reach their full potential

SEND/Inclusion

Children who are identified as being on the SEND register will be given support as identified on their Individual Provision Map. A variety of support materials are available from SENDCO, Mrs A Irving. Children are supported in the first instance through quality first teaching. Lessons will be differentiated in line with the individual needs of the children. All provision for pupils with SEND is in line with the school's SEND policy.

Equal Opportunities

At Shiremoor Primary School the curriculum for History will develop enjoyment of and commitment to stimulating the best possible progress and the highest attainment for all our pupils irrespective of social background, culture, race, gender, differences in ability and disabilities. All of our pupils have a secured entitlement to participate in the History Curriculum and our teaching approaches ensure the avoidance of stereotyping when planning work or organising groups. All the teaching staff agree that when using reference materials, they should reflect social and cultural diversity and provide positive images of race, gender and disability.

Resources

Shiremoor Primary School has close links to North Tyneside Library Service that can provide a variety of resources and books based around contexts specific to individual age groups. Teachers are responsible for requesting these resources from the library service. Teachers are encouraged to make use of the resources outside the school through visits to historical sites and museums. There is a folder of contact details for visits available to help staff make use of these resources. Teachers are also supported with CGP question books to aid in their low stakes quizzes along with timelines in each classroom. In conjunction with the history co-ordinator, teachers develop a vocabulary list outlining descriptive, technical and conceptual vocabulary used in their topics; furthermore, they develop a recommended reading list which is regularly updated.

Monitoring and Evaluation

To monitor and evaluate History, the History subject co-ordinator does the following:

- Develops good practice in their classroom.
- Co-ordinates and orders resources and managing the budget.
- Monitors planning and the delivery of the curriculum.
- Works together with colleagues to raise standards.
- Provides stimulus and inspiration.
- Ensures that the policy documents remain useful and current.
- Organises and supports in-service training in line with the SDP.
- Carries out annual history audit and action plan.
- Analyses cross school summative assessment data
- Conducts Topic book scrutiny to help improve practice and identify areas for development.