



Slaley First School

History Policy

Nurturing Ambitious Individuals

Policy Name: History Policy

Approved Date: July 2022

Review Date: July 2023

Contents

Our School Vision	2
Curriculum Intent	2
Our Curriculum Design	3
Implementation	3
Children's Charter	4
Inclusion	5
Curriculum and Impact	5
Assessment and Recording	5
Links to Other Policies	6

Our School Vision

We believe that a happy child is a successful one. Our vision is to develop well rounded, ambitious and responsible individuals who aspire to achieve their full potential. We will do this by providing a nurturing, happy, safe, and supportive learning environment in which everyone is equal and all achievements are celebrated. We are committed to the families we serve and the community to which we belong.

Curriculum Intent

At Slaley First School, the intent of our history curriculum is to offer a broad, balanced, rich and vibrant curriculum that ensures achievement for all learners, no matter their starting point.

In line with our overall intent, teaching **specific vocabulary** is a fundamental part of our history curriculum. Terminology is taught and built up over time as the children progress through the curriculum. Children are often challenged to apply their use of this vocabulary in written work, where expectations match those of the English curriculum.

Our curriculum is set out in small **incremental steps** in order to minimise the scaffolding needed. Research by the Education Endowment Foundation indicates that it is just as important to avoid over-scaffolding as it is to ensure all pupils are adequately supported. It also indicates that it is important to take account of the prior knowledge that children bring to lessons and to help them to build upon this understanding. Our curriculum is therefore designed to build upon prior knowledge and skills. It is **self-reviewing** in the form of flashback four where knowledge gained is consolidated and built upon to ensure behavioural change to long term memory to support retention and recall.

At Slaley First School, the aim of history teaching is to stimulate the children's interest and understanding about the life of people who lived in the past. We teach

children a sense of chronology, and through this they develop a sense of identity and a cultural understanding based on their historical heritage. Children learn to value their own and other people's cultures in modern multicultural Britain and by considering how people lived in the past, they are better able to make their own life choices today. We teach children to understand how events in the past have influenced our lives today; we also teach them to investigate these past events and, by so doing, to develop the skills of enquiry, analysis, interpretation and problem-solving. We aim to instill a love of history and enquiry through a range of primary and secondary sources. Children collaborate regularly and whilst doing so are encouraged to adhere to fundamental British values.

Our Curriculum Design

Our History Curriculum is designed to allow each pupil to:

- Know about the lives of significant individuals in the past who have contributed to National and International achievements.
- Understand that Britain's rich cultural heritage can be further enriched by the multi-cultural British society of today.
- Access the full range of activities involved in learning history. Where children are to participate in activities outside the classroom, for example, a visit to an archaeological dig, we carry out a risk assessment prior to the activity, to ensure that the activity is safe and appropriate for all pupils.

Curriculum Implementation

History teaching focuses on enabling children to think as historians. In each key stage, we give children the opportunity to engage in first hand experiences by taking part in visits to sites of historical significance. We encourage visitors to come into the school and talk about their experiences and knowledge of events in the past. We recognise and value the importance of stories in history teaching and we regard this as an important way of stimulating interest in the past, allowing children to access opportunities they would not otherwise have access to. We focus on helping children understand that historical events can be interpreted in different ways and that they should always ask searching questions, such as 'how do we know?' We allow children to develop their own line of enquiry and develop ask their own key questions and allow time for answers to be independently discovered.

We use the National Curriculum Programme of Study for History as the basis for our curriculum planning. We ensure that there are opportunities for children of all abilities and needs to develop and deepen their skills and knowledge in each unit and we build planned progression into the medium-term plans so that the children are increasingly challenged as they move up through the school.

Our curriculum planning is set out in three phases. Our long-term plan maps the history topics studied in each term within each key stage. The Key Stage 1 and 2 teachers set this out in conjunction with the Headteacher. Our medium-term plans

follow the national guidelines and give details of each unit of work for each term. Our short-term plans are lesson specific and learning objectives with differentiated success criteria are set out.

In Early Years, children will work towards gaining a sense of the world around them past and present. Throughout Nursery and Reception, children are exposed to a range of experiences that help them to understand how the world around them is different now to how it was in the past. First children begin to explore their own life and family history investigating age and navigating time and change from birth to now. Children will evaluate images of their past and comment on familiar situations they have experienced and will also compare these to characters in stories and figures from the past. By the end of Reception, children will be able to articulate changes in the past, comparing them to present day and relating it to their own experiences, that of their peers and characters from stories and familiar figures.

In Key Stage 1 and in Key Stage 2, children will be able to develop their skills by accessing historical themes about their local area. Alongside this, they will broaden their historical lines of enquiry investigating, collaborative and independently, on world history. We strive to allow our children to develop their chronological thinking through cross curricular and year group links throughout both Key Stage 1 and Key Stage 2. Children will be able to evaluate how history has impacted their lives today and in Key Stage 2 and analyse how they can impact future generations.

Throughout our history curriculum, we strive to develop the children's cultural capital by providing the children with a wide range of experiences. We endeavor to give the children opportunities to take part in educational visits and visitors to enrich their first-hand experiences.

Our Children's Charter

Through the teaching of the history curriculum, pupils at Slaley First School are enabled to:

- know and understand history as a chronological narrative, from the earliest times
- understand how people's lives were shaped and how Britain was influenced by the wider world
- understand abstract historical terms
- understand historical concepts
- understand how life changed through different periods of time and how new technologies affected everyday life.
- make connections
- understand the methods of historical enquiry

Inclusion

At Slaley First School, all children will be given the tools to progress in history. All teaching staff will plan lessons that are inclusive to all pupils and celebrate individual expression. We strive to create a learning environment where every child feels included, valued and encouraged. We strive to meet the needs of those pupils with special educational needs, those with disabilities and those with special gifts and talents.

Curriculum Impact

At Slaley First School, through our history curriculum, we are enabling the children to gain the knowledge, historical skills and understanding they need to progress through life and future education. Each of our children are individual and has a potential that we endeavor to unlock through our curriculum.

Our curriculum design will lead to progress for all pupils, regardless of their starting points. Planned learning will progressively build on prior knowledge and understanding throughout all ages. Class teachers will make end of unit summary judgement about the learning of each pupil in relation to National Expectation.

The Headteacher is responsible for regularly monitoring and reviewing the curriculum, the standard of the children's work and the quality of teaching in history including seeking the children's views. The history curriculum will contribute to children's personal development in creativity, independence, judgement and self-reflection. This would be seen in them being able to talk confidently about their work and sharing their work with others. Progress will be shown through outcomes and through the important record of the process leading to them.

Assessment and Recording

Teachers assess children's work in history in three different phases. There are ongoing assessments made as part of every lesson to help teachers adjust their daily plans. Teachers match these short-term assessments closely to the teaching objectives. Medium-term assessments are also used to measure progress against the key objectives and to help teachers plan for the next unit of work. Mind maps are used to assess the children's knowledge at the beginning of each unit and these are repeated at the end of a unit. Half termly pupil progress meetings discuss individual progress outcomes. Teachers make long-term assessments towards the end of the school year and they use these to assess progress against school and national age-related expectations. With the help of these long-term assessments, teachers are able to set targets for the next school year and summarise the progress of each child before discussing it with the child's parents. Subsequent teachers also use previous long-term assessments as the basis for planning work for the new school year.

Links to other Policies

Equality information Policy
Teaching and Learning Policy
Feedback and Marking Policy
Assessment policy
SEND policy