

# History Policy 2021



## Low Road and Windmill Music Federation

We believe that to ensure high achievement in history, our school approach should be focused on well-structured enquiry, which helps pupils to think for themselves. We aim to foster a culture of resourcefulness, investigation and problem-solving in history to provide excellent preparation for later study. We foster development of pupils' skills in research, analysis, evaluation and communication, which are valuable for future study and employment.

Our History curriculum endeavours to develop pupils' historical knowledge and historical thinking and, as a result, enables them to show their historical understanding. Historical thinking demands the ability to investigate, consider, reflect and review events of the past. Consequently, pupils acquire historical knowledge which they learn to communicate in an increasingly sophisticated way.

We aim to provide a history curriculum that is ambitious and designed for all pupils. It is coherently planned and sequenced towards cumulatively providing the necessary knowledge and skills for the pupils' future to empower them to take their role as informed and active citizens in the 21st century. Its emphasis is not just on historical knowledge but also skills and concepts. It has the same challenging academic ambitions for all pupils.

### **Curriculum Coverage EYFS**

History is an integral part of the Understanding the World area of learning, and the People and Communities strand within the EYFS curriculum. Throughout the EYFS we develop a child's understanding of the world through first hand experiences that introduce the concept of time and change, such as the seasons of the year and the routines during their day. We focus on exploring the child's own history, encouraging them to look closely at the changes they can see in themselves and their families over time. We ask parents to share pictures of their child through the years and when celebrating special events in their lives, and use these as a stimulus to promote and encourage discussions and comparisons. In addition to this, staff provide resources and artefacts, linked to children's current interests to promote discussion and exploration about similarities and differences. Staff use observations to assess each child in this strand and demonstrate the progress made each term.

### **Curriculum Coverage Year 1 -6**

Our history curriculum for Yr 1-6 is delivered through Rising Stars History, a complete curriculum programme for primary history which provides 18 half-termly units of work to

ensure pupils gain a coherent knowledge and understanding of Britain's history, their locality and the history of the wider world. It offers complete coverage of the National Curriculum Programme of Study for History (2014) and supports meeting the criteria of the new Ofsted Education Inspection Framework (2019).

From starting points suitable for all, the units develop to provide appropriate challenges for KS1 and KS2 pupils of varying abilities. The units have key questions to develop the use of historical enquiry, as well as a focus on the acquisition and application of key subject knowledge, concepts and vocabulary throughout. Skills, knowledge and understanding in history progress through Year 1 to Year 6, being taught, developed and applied throughout the schemes of work. A range of opportunities are provided to enable all pupils to communicate their knowledge and understanding of the subject. Links are made within and across units to support pupils in making connections and in developing a strong overview of chronology, breadth and local to global history.

Each unit employs the same structure and includes: Unit Overview: An at-a glance overview of what will happen in the half termly unit. It starts with the unit title and key enquiry question for the unit and includes these features:

- Unit Overview: Information on progression – how this unit builds on previous ones and is linked to subsequent units. It also gives information on the Big Finish (the final task and the end of the unit) and how it showcases the pupils' learning.
- Related units: Indicates which other units in the scheme relate to this one.
- Knowledge, skills and concepts: Key history knowledge and skills developed through the unit.
- Key vocabulary: Vocabulary children should come to know and understand throughout the unit.
- Cross-curricular links: Suggestions on how this unit could be used in a cross curricular way alongside work in other subject areas.
- Subject knowledge and teaching guidance: The subject knowledge underpinning the unit for the teacher to know prior to teaching.
  - Related books for wider reading: Suggestions for age-related fiction and nonfiction books related to the unit.
  - Places to visit: Suggestions of historical places of interest to visit related to the unit.
  - Assessment: Guidance on how to assess the unit, linked to the Rising Stars progression framework and a focused assessment task.

### **Chronological understanding**

Within each unit there is a strong emphasis on developing pupils' chronological understanding. The introductory lessons include activities using timelines to locate the period, person or event and to consider it in relation to other periods studied and the present day. Pupils are required to consider other events, people and societies occurring at the same time locally, nationally and globally. Timelines are provided within the teaching slides and these are supplemented with others on view within the classroom.

### **The Big Finish**

Each unit ends with 'The Big Finish' which is designed to consolidate, share and celebrate the learning that has taken place. Many have a strong cross-curricular link and provide opportunities for creative learning. Where possible, there is an element of choice and flexibility so pupil and teacher interests can be pursued. Many provide opportunities for pupils to engage with other classes in school, parents and the wider community.

### **Visits**

There are a range of opportunities for enrichment experiences including learning outside the classroom.

### **Progression**

All pupils work on the same core tasks with accompanying materials. Those that grasp content and concepts quickly can go on to work on the 'stretch and challenge' extensions within a task. This will require them to go into greater depth, for example by making connections to other societies or time periods studied. They will be guided to look at concepts in greater depth, for example they will begin to categorise the causes of an event and to compare their importance. Those that are not sufficiently confident may be targeted for extra support. Skills and knowledge are introduced then revisited in different units and in different contexts. This enables progression to be identified, planned for, developed and monitored. Progress in developing skills and understanding concepts is achieved through meaningful connections with areas of historical knowledge. The key assessment tasks provided within the units provide criteria for each area of the National Curriculum with the expectations for pupils working towards, meeting and exceeding expectations.

### **Differentiation**

Our curriculum is designed so that all pupils can and should receive their entitlement to history within a broad and balanced curriculum. Those working towards expectations will work on the same tasks but may need greater support and may not complete all levels of an activity. They may choose to demonstrate their knowledge and understanding orally or visually, to avoid limited literacy skills hindering their achievements within the subject. Where possible, pupils will be supported through paired and group work. Questions posed within sessions provide opportunities for all pupils to be able to contribute. Pupils working above expectations are expected to undertake activities with greater independence and to be provided with some opportunities to make choices on how they learn and can communicate their knowledge.

### **Assessment**

Each unit has a key assessment opportunity which links with the Rising Stars History progression framework that is cross-referenced to the National Curriculum. It also links to the information contained in the Curriculum Coverage and Progression Charts. These assessment opportunities will enable the teacher to monitor progress made by individual pupils and review areas where the class or groups excels, or where areas of learning need to be revisited, developed and consolidated in a different context. The subject leader can also utilise the information to inform and further develop curriculum design, teaching

approaches and resourcing. It can provide opportunities for moderation across classes and enable pupils to know how they are performing in the subject and what they need to do to achieve the next stage in their learning journey. Formative assessment opportunities are integrated throughout the units. Some are informal and depend on the use of talk, eavesdropping on pupil-pupil discussion, or teacher-pupil conversation, checking that historical vocabulary has been acquired, is understood and can be used correctly (associated with visual images where relevant). These opportunities check understanding, identify misconceptions, enable direct feedback and allow for adaptation without unnecessary elaboration or differentiation. An online end-of-unit quiz is also included in each unit. These are designed to enable pupils to assess their own progress in acquiring knowledge and to support retention of the information. They can also provide the teacher with a quick check on where an aspect of learning needs revisiting and reinforcing.

### **Support of Teacher Development**

Subject knowledge for teachers Rising Stars History focuses on the subject as an individual discipline and it sets high expectations for the quality of teaching within the subject. However, the structure and levels of support within the scheme take into account that most primary teachers and many history subject leads are not subject specialists. The core historical knowledge needed by each teacher is identified in the unit overview and in greater depth in the session plans. Sample responses are provided to questions posed to guide non-specialist teachers on expectations. A resource list with useful quality websites and resources is included to support further teacher research.

### **Role of Subject Lead**

We have a designated subject leader who is responsible for the maintenance and development of the subject.

They assure quality and standards in the subject by:

- Taking the lead in the development, evaluation and amendment of schemes of work as and when necessary
- Identifying training needs of staff through monitoring and performance management review.
- Acting as a consultant to colleagues on resources, enriched learning possibilities, curriculum changes, classroom teaching ideas.
- Monitoring and evaluating pupils' work, colleagues' planning and classroom teaching.
- Analysing subject data to impact on individual and groups outcomes