



# **The Federation of Spixworth Schools**

## **History Policy**

Approved by SLT: October 2021

To be reviewed: Autumn 2022

Subject Leader: L Desborough

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○ **Statement of intent**

At the Federation of Spixworth Schools, we want all of our children to have an understanding of their past and how History will shape their future. Our History curriculum will be full of learning, which fosters awe and wonder and drive children to ask the question, why? Learning in History will help children to gain an understanding of the complexity of people's lives and the process of change, as well as their own identity and the challenges of their time.

This policy sets out the framework in which the history curriculum will be taught.

Signed by:

_____	Headteacher	Date:	_____
_____	Chair of governors	Date:	_____

## 1. Legal framework

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- DfE (2021) The Statutory Framework for the Early Years Foundation Stage (EYFS)
- DfE (2013) 'National Curriculum in England: history programmes of study'

## 2. Roles and responsibilities

2.1 The History Subject Leader will be responsible for:

- Developing, resourcing and reviewing this policy.
- Planning, instigating and monitoring teaching programmes.
- Liaising with colleagues, including the SENCO, to differentiate teaching programmes in accordance with the needs of individual pupils.
- Working with other staff to teach the subject content.
- Keeping staff informed of visits and courses.
- Facilitating the assessment of pupils' work.
- Keeping up-to-date with current affairs and best practice regarding history.
- Providing guidance, including INSET training to history staff, as part of their ongoing professional development.
- Celebrating and promoting the history curriculum and the work of pupils throughout the school.

2.2 Staff teaching history will be responsible for:

- Contributing to the development of this policy and teaching programmes, with the History Subject Leader.
- Developing schemes of work and lesson plans in line with this policy and the objectives of the history curriculum.
- Facilitating the teaching of the history curriculum, including coordinating activities and resources within their specific areas.
- Assessing and recording pupils' progress and keeping the History Subject Leader apprised of this.
- Providing feedback to parents on pupils' progress at parents' evenings and other meetings.
- Attending and contributing to any INSET days organised by the History Subject Leader.

- Keeping apprised on current affairs and best practice on their history curriculum, and applying this to their schemes of work.

### 3. **Teaching and learning**

3.1 The History Subject Leader will be responsible for overseeing the planning, resourcing and monitoring of the school's history programme.

3.2 The subject matter covered in history reflects the requirements of the statutory framework for the EYFS and the national curriculum.

3.3 Special focus will be paid to the teaching of the skills inherent in the entire history curriculum taught at the school. These skills include:

- Using an increasing range of common words and phrases relating to the passing of time (chronological understanding).
- Describing memories of key events in his/her life using historical vocabulary (chronological understanding).
- Placing some historical periods in a chronological framework (chronological understanding).
- Using sources of information in ways that go beyond simple observations to answer questions about the past (historical enquiry).
- Communicating his/her learning in an organised and structured way, using appropriate terminology (organisation and communication).
- Using Historic terms related to the period of study (chronological understanding).
- Understanding that sources can contradict each other (historical interpretations).
- Using a variety of resources to find out about aspects of life in the past (historical enquiry).
- Teacher presentations, role play, drama, story-telling.
- Questions and answer sessions, discussions and debates.
- Individual and group research.
- Fieldwork, and visits to museums and sites of historic interest.

- The history programme will be delivered by all history staff in a range of teaching and learning situations, with respect to the needs of individual pupils.

#### 4. **Early years provision**

The aims of the statutory framework for the EYFS area of development - Understanding the World are to ensure pupils:

- Talk about the lives of the people around them and their role in society.
- Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.
- Understand the past through settings, characters and events encountered in books read in class and storytelling.

Pupils will be taught to:

- talk about members of their immediate family and community.
- Name and describe people who are familiar to them.
- Comment on images of familiar situations in the past.
- Compare and contrast characters from stories, including figures from the past.

#### 5. **The National Curriculum**

5.1 The aims of the history National Curriculum are to ensure pupils:

- Know and understand the history of the UK, and how it shaped the world, as a coherent, chronological narrative, from the earliest times to the present day.
- Know and understand significant aspects of the history of the wider world, such as ancient civilisations; empires and past non-European societies and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'.
- Understand historical concepts, such as continuity and change, cause and consequence, similarity, difference and significance, and use these to analyse.
- Understand the methods of historical enquiry such as using evidence to support arguments.
- Gain a historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history.

## **5.2 KS1**

Pupils will be taught about:

- Changes within living memory and changes in national life.
- Events beyond living memory that are nationally or globally significant.
- The lives of significant individuals in the past who have contributed to national and international achievements.
- Significant historical events, people and places in their own locality.

## **KS2**

Pupils will be taught about:

- In relation to Britain; the Stone Age to the Iron Age, the Roman Empire, the Anglo Saxons and Scots, the Vikings to the time of Edward the Confessor.
- The earliest civilisations.
- Studies on local history, an aspect of British history beyond 1066, Ancient Greece, a non-European society such as Baghdad c. AD 900 and another ancient civilisation.

## **6. Planning**

- All relevant staff members are briefed on the school's planning procedures as part of staff training.
- Throughout the school, History is taught as a discrete lesson and as part of cross-curricular themes when appropriate.
- Teachers will use the key learning content in the DfE's statutory guidance 'National curriculum in England: History programmes of study'.
- Lesson plans will demonstrate a balance of interactive elements used in teaching, ensuring that all pupils engage with their learning.
- Long-term planning will be used to outline the units to be taught within each year group.

- Due to providing for some mixed-age classes, we carry out the medium-term planning on a two-year rotation cycle. By doing so, we ensure that children have complete coverage of the National Curriculum, but do not repeat topics.
- Medium-term planning will be used to outline the vocabulary and skills that will be taught in each unit of work, as well as highlighting the opportunities for assessment.
- Medium-term plans will identify learning objectives, main learning activities and differentiation
- Medium-term plans will be shared with the History Subject Leader to ensure there is progression between years.
- Short-term planning will be used flexibly to reflect the objective of the lesson, the success criteria and the aim of the next lesson.
- Short-term planning is the responsibility of the teacher. This is achieved by building on their medium-term planning, taking into account pupils' needs and identifying the method in which topics could be taught.
- There will be an allocated day within school to explore and raise the profile of History and inspire children.
- All lessons will have clear learning objectives, which are shared and reviewed with pupils.

## 7. **Cross-curricular links**

Wherever possible, the History curriculum will provide opportunities to establish links with other curriculum areas.

### **English**

- Pupils are encouraged to use their speaking and listening skills to describe what is happening.
- Pupils' writing skills are developed through recording findings and creating reports.
- Pupils' vocabulary is developed through the use and understanding of specialist terminology.

### **Maths**

- The teaching of history contributes to children's mathematical understanding in a variety of ways. Pupils learn to use numbers when developing a sense of chronology through activities such as creating



timelines and through sequencing events in their own lives. Pupils also learn to interpret information presented in graphical or diagrammatic form. They also study different number systems from past cultures, e.g Roman Numerals.

### **Computing**

- Wherever appropriate we use computing to enhance our teaching of history. Pupils use ICT in a variety of ways, such as word-processing, finding information on the internet and presenting information through PowerPoint or Google Slides.

History enhances other areas such as Science, Art, Design and Technology and Music through the positioning of the unit being taught in each cycle.

### **8. Resources**

There are sufficient resources for all history-teaching units, these range from topic boxes, text books, chromebooks and Ipads. Visits are planned to enhance learning and give hands on activity.

Teachers have access to The Historical Association Website to inform their planning and to source support and resources.

### **9. Assessment and reporting**

#### **9.1 Assessment in the Early Years Foundation Stage**

Ongoing Observation and Assessment: Tapestry

As part of our daily practice Teachers observe and assess children's development and learning to inform their future plans. Observations are recorded using Tapestry, an online Learning Journal.

Records will include:

- Initial Reception baseline information; A child's starting point
- Examples of children's work (mark making, writing, number, drawings etc)
- Photographs and video of children's learning
- Written observations by staff
- Notes/work from home submitted by parents/carers
- Records on Tapestry are linked to the areas of development from the Statutory framework for the early years foundation stage

At the end of the EYFS – it is a statutory responsibility of the school to make a 'best fit' judgement for each Reception child against the Early Learning Goals and complete the EYFS profile. This assessment is based on what staff caring for a child have observed over a period of time and what the child's learning is showing when they work independently. A child is judged to be working at

'expected' level or at 'emerging' level. This information is shared with the Local Authority and with parents/carers in the child's end of year report.

Parents/carers are given the opportunity to discuss these judgements with the Reception teacher.

### **9.2 Assessment in The National Curriculum**

Assessment in KS1 and KS2 history will be undertaken as part of a broader evaluation of pupil progress measured against specified assessment criteria.

The History Subject Leader will ensure that:

- Assessment is embedded as an essential part of teaching and learning.
- Assessment involves sharing learning objectives and success criteria with pupils.
- Assessment aims to help pupils to know and recognise the standards they are aiming for.
- Pupils are assessed, and their progression recorded, in line with the school's Marking and Feedback Policy.
- Throughout the year, teachers will plan ongoing creative assessment opportunities in order to gauge whether pupils have achieved the key learning objectives.
- Formative assessment, which is carried out informally throughout the year, enables teachers to identify pupils' understanding of subjects and informs their immediate lesson planning.
- Assessment will be ongoing through use of assessment statements on Pupil Asset.
- In terms of summative assessments, the results of end-of-year assessments will be passed to relevant members of staff, such as the pupil's future teacher, in order to demonstrate where learners are at a given point in time.
- Parents will be provided with a written report about their child's progress during the Summer term every year. These will include some information on the pupil's attitude towards and progress in History.
- Pupils with SEND will be monitored by the SENCO, and the appropriate support will be put in place.

## **10. Differentiation**

The school recognises the fact that in all history classes there are pupils of a variety of abilities, and we seek to provide suitable learning opportunities for all pupils by matching the challenge of the task to the ability of the child.

#### **11. Monitoring and review**

This policy will be reviewed annually to ensure that it complies with the latest legislation, guidance and best practice.

This policy will be reviewed on an annual basis by the History subject lead in conjunction with the SLT.

The next scheduled review date of this policy is October 2022.