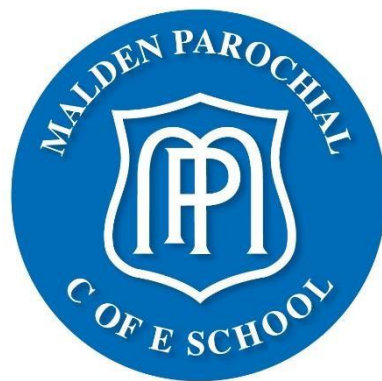


The Royal Borough of Kingston upon Thames

Malden Parochial C of E Primary School



History Policy

Agreed: Summer Term 2020

Review: Summer Term 2022

[or as required]

History Policy

Vision Statement

At Malden Parochial, history helps children to understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time. In History, children will be encouraged to gain a coherent knowledge and understanding of Britain's past and that of the wider world, inspiring curiosity to know more about the past and how history can change our future. They should ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement.

Intent

At Malden Parochial, through our history teaching, children consider how the past influences the present, what past societies were like, how these societies organised their politics, and what beliefs and cultures influenced people's actions. As they do this, children develop a chronological framework for their knowledge of significant events and people. They see the diversity of human experience, and understand more about themselves as individuals and members of society. What they learn can influence their decisions about personal choices, attitudes and values. In History, children find evidence, weigh it up and reach their own conclusions. To do this they need to be able to research, sift through evidence, and argue for their point of view.

Children at Malden Parochial are timetabled to receive geography and history teaching in blocks throughout the school year. This may mean that they receive a term of Geography or History and then swap over. Our curriculum mapping (long term planning) is topic led which provides a cross curricular approach, with many subjects linking and overlapping throughout the topic. Children from Years 1 to 6 will be taught two topics per year within our History curriculum. Children will learn through a history curriculum that is clear, progressive and largely chronological with strong links to other curriculum areas. Our History topics can be found in our Curriculum Mapping.

See Appendix A – Curriculum Mapping

The children will access the content of these topics at an age and ability appropriate level, building on their historical knowledge and skills from previous years. Further details of this can be found in the following documents.

See Appendix B – Curriculum Coverage

Appendix C – History Scheme of Work

Appendix D – Skills and Progression Documents

Appendix E – Historical Knowledge Based Questions

Appendix F – History KPIs

Through our history curriculum at Malden Parochial, our aim is for children to understand that history is about real people who lived, and real events which happened in the past. That history is concerned with sequence, time and chronology and is the study of evidence about the past; it gives us a sense of identity, set within our social, political, cultural and economic

relationships. We aim to fire the children's curiosity about the past in Britain and the wider world and prepare them for living and working in the contemporary world.

Through our history curriculum, children at Malden Parochial will:

- Foster an interest in the past and develop an understanding that enables them to enjoy all that history has to offer;
- Know about significant events in British history and appreciate how things have changed over time;
- Develop a sense of chronology;
- Know and understand how the British system of democratic government has developed and, in so doing, contributes to their citizenship education;
- Understand how Britain is part of a wider European culture, and to study some aspects of European history;
- Have some knowledge and understanding of historical development in the wider world;
- Understand society and their place within it, so that they develop a sense of their cultural heritage;
- Develop the skills of enquiry, investigation, analysis, evaluation and presentation.

Implementation

The curriculum is designed and delivered to ensure children gain 'sticky knowledge' so that they can transfer all they have learnt to long-term memory. The curriculum is organised, where possible, chronologically so that the children are building on what has been taught before and creating a timeline of historical events. History will be taught in a way that is inspiring for children, with practical activities, artefacts and visits, which encourage children to use their cross curricular knowledge.

Roles and Responsibilities

The Subject Leader for History is responsible for:

- Action planning
- Termly updates for staff
- Organising/running and attending CPD
- Supporting and planning themed weeks (such as international week)
- Reporting to the Governors' Curriculum Committee
- Auditing and ordering new resources
- Leading assessment and analysing data
- Monitoring the standard of the children's work
- Quality of teaching in History
- Supporting colleagues in the teaching of History
- Being informed about current developments in the subject
- Providing a strategic lead and direction for the subject in the school

Equal Opportunities

- At Malden Parochial, we value the individuality of all of our children. We are committed to giving our children every opportunity to achieve at the highest of standards.

- We offer a broad and balanced curriculum, and have high expectations of all children.
- We seek to ensure that all pupils have equal access to the full range of educational opportunities provided by the school. We constantly strive to remove any forms of indirect discrimination that may form barriers to learning for some groups.
- We value each pupil's worth, we celebrate the individuality and cultural diversity of the community centred on our school, and we show respect for all minority groups.
- The achievements, attitudes and well-being of all our children matter.

Health and Safety

Fieldwork and educational visits are an important part of history work and school health and safety guidelines will be adhered to at all times. Risk assessments will be carried out before any fieldwork takes place and completed through the Evolve system.

Planning

We use the National Curriculum Scheme of Work for History as the basis for our curriculum planning. We have adapted the national scheme to the local circumstances of our school. Our curriculum planning is in three phases: long-term (curriculum map), medium-term (scheme of work) and short-term (weekly planning). Provision for History is part of the overall topic planning completed for each class on a half termly basis. We plan the topics in History so that they build upon prior learning. Children of all abilities have the opportunity to develop their skills and knowledge in each unit and, through planned progression built into the scheme of work, we offer them an increasing challenge as they move up the school. Each history lesson – like every other subject in the school – begins with a Learning Objective reached through three coloured Success Criteria (red, orange and green). These are the children's 'steps to success' and are always reflected on throughout and at the end of each session.

Teaching

In order to develop the children's knowledge, skills and understanding in history, we use a variety of teaching and learning styles in our history lessons. We believe in whole-class teaching methods and combine these with enquiry-based research activities. We recognise the fact that there are children of different abilities and we provide suitable learning opportunities for all children by:

- setting common tasks which are open-ended and can have a variety of responses;
- setting tasks of varying difficulty, enabling all children to work to their full potential;
- providing a range of challenges using different resources;
- using adults where necessary to support or challenge the work of individual children or groups of children.

Organisation

Children are timetabled to receive geography and history teaching in blocks throughout the school year. This may mean that they receive a term of Geography or History and then swap over. Our curriculum mapping (long term planning) is topic led which provides a cross curricular approach, with many subjects linking and overlapping throughout the topic.

The children also benefit from many educational visits, themed days and weeks, as well as workshops and visitors to enhance their learning throughout the year.

Homework

Children are set homework that adheres to the school's Homework Policy (see school website). The main task varies from subject to subject, but due to the cross curricular nature of our long term planning, may link to History. This may include research of a particular area, creating D.T. models or artwork, preparing costumes for themed days etc.

Resources

Resources are available for each Key Stage, with any new purchases made when budgets are available. Staff make requests for resources to aide in the effective teaching of topics throughout the year. Our resources include a wide range of books and historical artefacts. All resources are clearly boxed and labelled with an inventory, and are kept centrally for all classes to access when necessary.

Impact

Assessment

Assessment is regarded as an integral part of teaching and learning and is a continuous process. It is the responsibility of the class teacher to assess all pupils in their class.

Assessment is carried out through:

- Questioning
- Marking
- Mini-plenaries
- TA feedback
- Self-assessment
- Formal assessment

The school's Assessment and Marking Policies ensures that high quality feedback is given to pupils through next step marking and pupils are expected to respond.

Children are also encouraged to make personal assessments of their own work through evaluating activities and identifying what they need to improve by using traffic lighting to show achievement against success criteria in every lesson.

The children are formally assessed each term in foundation subjects to ensure that progress is being made and that children are working at the expected level for their year group. For each unit of work covered there are clear KPIs showing what is expected of the children in that year group. These assessments are submitted to the Headteacher and Subject Leader so that progress can be clearly tracked and monitored.

Monitoring and Evaluation

Monitoring takes place regularly through sampling children's work, teacher planning, through a book scrutiny and lesson observations.

Monitoring the standards of children's work and the quality of teaching in History is the responsibility of the Subject Leader and Leadership Team. The Subject Leader is also responsible for supporting colleagues in the teaching of History, for being informed about current developments in the subject, and for providing a strategic lead and direction for the subject in the school.

Review

The Subject Leader and Headteacher will review this policy and amend as appropriate in consultation with the Governors.

In conclusion

Consultation

At the end of each academic year, the coordinator, Headteacher and staff review and evaluate the history taught. Evaluation should take into account:

- Implementation of the National Curriculum. This will include discussion of the lesson structure, progress of the children in line with key objectives, planning issues and staff needs as regards training and support;
- Pupil achievement, both in formal assessment and by ongoing teacher assessment;
- Coverage of curriculum;
- Analysis of children's books;
- Staff development;
- Any issues arising from teaching, regards common problems or difficulties;
- Children who have not reached the age related expectations.

Links to other policies and documents

- Assessment policy
- Marking policy
- Homework policy
- SEND policy
- Inclusion policy

Acronyms

KPIs – Key Performance Indicators

CPD – Continuing Professional Development

TA – Teaching Assistant

D.T. – Design and Technology

SEND – Special Educational Needs and Disabilities

Appendix

Appendix A – Curriculum Mapping

Appendix B - Curriculum Coverage

Appendix C - History Scheme of Work

Appendix D - Skills and Progression Documents

Appendix E – Historical Knowledge Based Questions

Appendix F – History KPIs