

Our vision: **'Let your light shine'** based on Matthew 5.16

Egglescliffe C.E. Primary School



Egglescliffe CE
Primary School

History Policy

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The date of the next review: June 2023

Contents:

Statement of intent

Legal framework

Roles and responsibilities

Teaching

Curriculum

Assessment

Differentiation

Monitoring and evaluation

Resources

Statement of intent

At Eggescliffe, we believe that, through the study of history, children make sense of their world and enrich their understanding of it.

Through this curriculum, children will understand the similarities and differences between societies and cultures, and the impact of changes on people and place.

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

1. Legal framework

1.1. This Policy will have regard to the following statutory and non-statutory guidance:

- History programmes of study: key stages 1 and 2.

Introduction

At Eggescliffe, we aim to foster a lifelong love of learning, through adopting a cross-curricular approach. Our creative curriculum is based on the content-based objectives from the National Curriculum with skills being developed progressively within each year group. Pupil in Years 1-6 follow themes, which are cross-curricular to create a holistic approach to learning in the classroom. The Creative Curriculum in our school incorporates Geography, History, Art and Design, Design and Technology and Science (where suitable). Our aim is to provide children with memorable experiences and opportunities to develop skills so we include a hook or 'WOW' moment to either begin or end the theme; a 'smashing start and a 'fantastic finish.' External visitors or visits outside school sometimes provide this. We also support learning at home by setting optional thematic homework linked to our themes, which stretches and supports learning that takes place at school.

2. Roles and responsibilities

2.1. The History Coordinator is responsible for:

- Developing, resourcing and reviewing the school's History 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 children's 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.
- Undertaking the performance reviews of history staff, and updating the head teacher.
- Celebrating and promoting the history curriculum and the work of pupils' throughout the school.

2.2. Teaching staff will be responsible for:

- Contributing to the development of the History Policy and teaching programmes, with the History Coordinator.
- Developing schemes of work and lesson plans in line with the school's History Policy and the objectives of the history curriculum.
- Facilitating the teaching of their history curriculum, including coordinating activities and resources within their specific areas.
- Assessing and recording pupils' progress and keeping the History Coordinator apprised of this.
- Providing feedback to parents and carers on pupils' progress at parents' evenings and other meetings.
- Attending and contributing to any INSET days organised by the History Coordinator.
- Keeping apprised on current affairs and best practice on their history curriculum, and applying this to their schemes of work.

3. Teaching

- 3.1. The History Coordinator 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 new National Curriculum, which came into effect on 1 September 2014.
- 3.3. Special focus will be paid to the teaching of the skills inherent in the entire history curriculum taught at Eggescliffe.

These skills include:

- Making accurate observations.
- Asking and answering questions.
- Effectively using the appropriate equipment for measurement.
- Recognising patterns and identifying relationships.
- Predicting and applying knowledge to differing contexts.
- Analysing and interpreting evidence, and drawing conclusions.

- 3.4. 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.
- 3.5. The teaching of history will be taught alongside other subjects in a cross curricular way. The teaching of history must have a main question as a focus for learning e.g. Were the Vikings really that vicious? (see whole school humanities overview for further guidance) and subsequent questions throughout. Children are encouraged to think of their own questions.
- 3.6. Before beginning a topic theme children must be given the opportunity to demonstrate what they already know and what they would like to know, 'I know, I wonder...' giving the teachers an assessment of prior knowledge. Children's questions should be considered and used by the teachers when planning lessons.
- 3.7. Teaching must recognise the following articles:

Article 12 (respect for the views of the child) Every child has the right to express their views, feelings and wishes in all matters affecting them, and to have their views considered and taken seriously. This right applies at all times, for example during immigration proceedings, housing decisions or the child's day-to-day home life.

Article 13 (freedom of expression) Every child must be free to express their thoughts and opinions and to access all kinds of information, as long as it is within the law.

4. Curriculum

- 4.1. The aims of the history 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.

Key Stage 1

- 4.2. Pupils should 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.

Key Stage 2

4.3. Pupils should 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.

These aims promote and ensure that the following articles of the Rights of the Child are adhered to and respected:

***Article 28** (right to education) Every child has the right to an education. Primary education must be free and different forms of secondary education must be available to every child. Discipline in schools must respect children's dignity and their rights. Richer countries must help poorer countries achieve this*

***Article 29** (goals of education) Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures, and the environment.*

5. Assessment

- 5.1. Assessment in history will be undertaken as part of a broader evaluation of pupil progress measured against National Curriculum assessment criteria.
- 5.2. The History Coordinator will ensure that assessment:
 - Is embedded as an essential part of teaching and learning.
 - Involves sharing learning objectives and success criteria with pupils.
 - Aims to help pupils to know and recognise the standards they are aiming for.
 - Involves pupils in peer and self-assessment.
 - Provides subject specific feedback which leads pupils to recognising their next steps and how to take them.
 - Involves both teacher and pupils reviewing and reflecting on assessment data.

6. Differentiation

- 6.1. We recognise the fact that in all history classes, there are children 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.

7. Monitoring and evaluation

- 7.1. The History Coordinator will meet with other curriculum leaders at least once a year, to review and evaluate the history and cross-curricular work within the school.
- 7.2. This policy will be reviewed annually to ensure that it complies with the latest legislation, guidance and best practice.

8. Resources

Resources are stored in the relevant classrooms for topic specific resources. All teachers have access to a wide variety of ICT resources, which include: interactive whiteboard resources; a bank of i-pad resources. All teachers are also updated with information regarding local out-reach programmes, areas and attractions to visit and loan box hire. When choosing resources for History lessons, teachers must make sure that the following Right of the Child is respected:

***Article 17** (access to information from the media) Every child has the right to reliable information from a variety of sources, and governments should encourage the media to provide information that children can understand. Governments must help protect children from materials that could harm them.*