

# White Laith Primary School

## History Policy

Agreed by Governors: September 2017

Review date: September 2020

### **Safeguarding**

At White Laith we are committed to providing a caring, friendly and safe environment for all of our pupils so they can learn in a relaxed and secure atmosphere. We believe every pupil should be able to participate in all school activities in an enjoyable and safe environment and be protected from harm. This is the responsibility of every adult employed by or invited to deliver services at White Laith. We recognise our responsibility to safeguard and promote the welfare of all our pupils by protecting them from physical, sexual or emotional abuse, neglect and bullying.

We also exercise this responsibility by educating our children so that they grow in their understanding of their rights and responsibilities to themselves and others, in safety consciousness, and, in their maturity and abilities to keep themselves and others safe.

We perceive this to be part of our role in promoting British values

### **School Aims**

Through commitment, determination and a willingness to embrace change we will:

- Develop independent, effective learners who enjoy school and who will become life-long learners
- Create a cohesive school community in which there is mutual understanding, trust and respect
- Empower staff and children by raising confidence, self-esteem and self-belief
- Equip children with the attitudes, qualities, skills and understanding they need for success in our ever-changing, diverse world
- Bring about optimum achievement for every child
- Become an excellent school

### **Objectives:**

- know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world
- know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind
- gain 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 them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses
- understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed
- gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.

### **Progression and continuity**

The basis for each year groups' work is found in the National Curriculum for History. Teachers will use various resources including interactive resources, artefacts, and ICT resources.

History will be embedded into each year groups' topic with the aim to ensure that History becomes as 'real life' as possible. Therefore, timings of lessons will differ each week.

In History lessons, children will have the opportunities to participate in:

- activities that develop children's chronological understanding
- activities that encourage pupils to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement.
- activities involving historical artefacts
- history workshops led by visitors
- visits to historical places

The Medium and Short Term Planning ensures that clear learning objectives, outcomes and assessment criteria are highlighted at each stage.

Progression is ensured as follows:

- Foundation Stage pupils explore History as part of Understanding the World. By careful planning, pupils History skills and knowledge gained at Key Stage 1 will be consolidated and developed during Key Stage 2.
- Pupils in Key Stage 1 will develop an awareness of the past, using common words and phrases relating to the passing of time. They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. They should use a wide vocabulary of everyday historical terms. They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. They should understand some of the ways in which we find out about the past and identify different ways in which it is represented.
- Pupils in Key Stage 2 should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources.
- The knowledge and content prescribed in the National Curriculum will be introduced throughout both key stages in a progressive and coherent way. How this is achieved is indicated in our year group long term plans.

### **Differentiation and Entitlement:**

Our aim is to present a differentiated curriculum that extends and fulfils the needs and potentials of every learner. Differentiation is provided through:

- the modification of tasks and activities that take into account individuals' strengths and weaknesses and enable them to participate at an appropriate level
- the provision of support by a teacher or TA
- the expectations of outcomes of tasks and valuing individual achievements and contributions.

### **Inclusion and Equality of Opportunities:**

Our school aims to be an inclusive school. Within the teaching of History, we aim to ensure that all pupils regardless of gender, ethnic origin, cultural background or ability have full access to the History curriculum. Teachers respond to diverse learning needs so that pupils are appropriately supported and challenged to experience success in learning and achieve as high standard as possible.

### **Embedding History in the curriculum and exploiting opportunities**

At White Laith, we have a cross curricular approach to learning. Topics are planned to apply skills across the curriculum. Questions are used to inspire and motivate children's learning experience and deepen their understanding and involvement. Visits, visitors, resources and artefacts enhance the learning experience.

Where possible we are hoping to involve the wider communities by:

- Networking with other primary schools
- Involving of other adults / children to enhance pupils' experience
- Working with local secondary school to share experience and resources and to ease transition.

### **Staff roles and responsibilities:**

The History subject leader is responsible for:

- taking an overview of the whole school planning to ensure that there is continuity between year groups and that progression is taking place;
- supporting colleagues in their medium and short term planning to support in developing pupils' capability
- identifying needs and arrange training so that all staff are confident in how to teach and assess History
- preparing an annual Subject Standard Statement to be shared with Governing Body
- monitoring overall standards and quality of teaching and learning
- monitoring pupils' overall progress on a regular basis so that potential underachievement can be identified and addressed as soon as possible
- ordering, updating and allocating resources
- keeping up to date with changes in the statutory orders and communicate it to staff
- attending relevant courses
- planning programme of INSET as part of the SDP
- updating the SLT and the governing body on any developments or changes in the policy
- managing the implementation of the school policy, updating the policy and scheme of work

### **Class teachers are responsible for:**

- medium and short term planning
- providing feedback to the History leader indicating resources and training needs
- assessing the work and progress of pupils
- looking after and returning resources
- participating and acting upon training
- ensuring that History is taught for

### **Assessment, record keeping and reporting**

The National Curriculum descriptors are used to describe the range of performance that the majority of pupils' will characteristically demonstrate at the end of each year. It is expected that most children will achieve the standard of the appropriate End of Key Stage Description. Teachers will indicate the extent to which a pupils' attainment relates to this expectation. This will be based on the ongoing informal assessments the teacher makes which is integral to teaching. Records of planning for each year group will provide information on the range of experiences and activities our children have encountered.

Assessment is both formative and summative and is used to support teaching and learning and inform future planning. (See assessment policy).

### **Feedback to pupils**

We give children verbal feedback on their work whenever possible. We usually do this when the children are working during the lesson, although we sometimes give feedback on a particular lesson at the beginning of the next one. When lesson time does not allow for verbal feedback, we write comments on the children's work during marking. We give written comments to children of all ages.

When we give written feedback to a child, we relate this to the Learning Outcome and/or Success Criteria for the lesson. We make clear whether the objective has been met, and we produce evidence to support our judgement. If we consider that the objective has not been met, we make it clear why we think so. In either case, we identify what the child needs to do in order to produce (even) better work in the future.

Having children assess their own or each other's work can be very effective, because it enables them to clarify their ideas on progressing to the next step. Success Criteria are provided which enable the pupils to do this effectively.

We allow time during lessons for the children to absorb any comments written on their work, to answer any questions written on it by the teacher, and also to ask any questions of their own. There may also be improvements they can work on during this time.

### **Monitoring and review:**

Monitoring is carried out regularly by the History subject leader in the following ways:

- Informal discussion with staff and pupils
- Delivery of planning / lesson observation
- Observation of displays

Feedback is provided to staff, senior managers and governors following monitoring. It is used to inform CPD needs. Any resource requirements are also identified and purchased according to needs and budget as stated in school development plan. Resources requirement are clearly laid out in each unit of work and readily available for each member of staff to use.

This policy is a practical working document for the teaching and learning of History throughout the school. It is therefore subject to regular review in the light of experience, monitoring and changes to national guidance.

### **Moderation of standards**

All subject leaders study examples of children's work within their subject area. Subject leaders use the national exemplification materials to make judgements about the levels of the children's work. All our teachers discuss these levels, so that they have a common understanding of the expectations in each subject.

Opportunities to moderate judgements are planned throughout the year. By doing this, we ensure that we make consistent judgements about standards in the school.

It is each subject leader's responsibility to ensure that the samples that they keep of children's work reflect the full range of ability within each subject.

The Governors ensure that the statutory requirements are met.

This policy will be reviewed every three years, or earlier if necessary.