



# UNITED SCHOOLS BIG HUB KINGSTEIGNTON SCHOOL

## HISTORY POLICY

We are Rights Respecting Schools. Under the UNCRC, all children should have access to and awareness of their rights.

Article 29: Education must develop every child's personality, talents and abilities to the full.

### Aims and Expectations

#### Policy Aims:

- To establish an entitlement for all pupils.
- To establish expectations for teachers of this subject.
- To promote continuity and coherence across the United Schools Big Hub.
- To state the school and US Big Hub's approaches to this subject in order to promote public, and particularly parents' and carers', understanding of the curriculum.

#### School Aims:

- To enable pupils to understand how and why people behave as they do now.
- To enable pupils to understand their own identity and the challenges of their time.
- To give pupils the confidence and ability to try to improve themselves and their world.
- To help pupils to develop a sense of responsibility for the world in which later generations will live.
- To enable pupils to ask, answer and pose significant questions.
- To enable pupils to think for themselves and to reach fair and rational conclusions about complex human situations.

- To inspire in pupils a lasting curiosity, interest in, and enjoyment of learning about the past.

### Expectations

To fulfil these aims, teachers are expected to follow the LCC agreed framework, using the history skills progression grid and history progress pathway for guidance. By following this rigorous and systematic approach, pupils within the school will:

- Develop a sense of time (chronology), recognising how time is measured and that some things change and some things stay the same.
- Investigate how and why events happen and how they may be linked.
- Consider what it was like to live in different periods and what motivated the people who lived then – and that we cannot think in the way they thought.
- Recognise that there are some things we can never know about the past and that history has to be constructed from the bits of the past that have survived
- Understand that people interpret the past differently and use different ways to present their ideas.
- Make thoughtful use of a variety of sources to find out about the past.
- Understand how evidence is used to make historical claims and understand therefore why they might come across contrasting arguments and interpretations of events.
- Communicate their ideas in a variety of ways and with clarity and independence.

By the end of KS1 and then the end of KS2, the performance of the great majority of pupils should be within age related expectations (ARE). In the Foundation Stage, children should meet the expected level or above for the Early Learning Goal of Understanding the World: People and Communities, as part of the EYFS Curriculum.

# Strategy for Implementation

## Entitlement and curriculum provision

UNCRC Article 28 Every child has the right to good quality education.

Pupils in the Foundation Stage begin to develop knowledge, understanding and skills through both adult led and play based activities. The school history curriculum is built upon the knowledge and skills developed through the Understanding of the World aspect of the EYFS, with the process of enquiry and discovery at its heart.

History teaching across the school follows the Learning Challenge Curriculum units of work; these have been carefully and collaboratively chosen to ensure progression and full coverage of the National Curriculum across the Key Stages. This provides children opportunities to extend and develop their learning as they move through the school and offers experiences across the school to share learning and a continuity of experiences for all children.

The History skills progression grid and history progress pathway show in detail how the school will deliver the National Curriculum entitlement, with regards to both knowledge and skills, through a carefully planned challenging and engaging, enquiry-based approach. These documents are reviewed systematically, alongside the history policy.

Across the school, opportunities are made for visitors to share experiences and expertise. The school enables pupils to take part in visits to sites of historical interest, as well as drama workshops and immersion days to help enliven and challenge the children's understanding of the past.

## Teaching and learning

UNCRC 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.

UNCRC 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.

In line with the school's teaching and learning policy, in history teachers:

- Establish the pupils' level of knowledge, understanding and skills before each new unit is taught.
- Revisit and build on pupils' prior knowledge, understanding and skills.
- Organise learning around questions that engage and challenge all pupils.
- Make it clear what and how pupils are expected to learn and what they are expected to improve.
- Give clear explanations using relevant examples and analogies.
- Use a wide variety of resources and approaches.
- Encourage pupils to think for themselves.
- Show pupils how to communicate their findings in a variety of ways.
- Show pupils how to connect what they learn in history with other subjects.
- Encourage pupils to enjoy and engage in the process of enquiry and discovery into the past.
- Be reflective about their teaching and the impact that it has on the pupils' acquisition of historical knowledge, understanding and skills.
- Consider the children's prior learning and next steps in terms of skills and knowledge, using the skills progression grids and history progress pathway for guidance.

#### Assessment and recording

Before each unit of work teachers establish the pupils' level of knowledge, understanding and skills through the use of elicitation tasks/knowledge harvests. Assessment of children's progress is regularly carried out, both within the sessions that make up the learning journey, and through the use of elicitation/end tasks and knowledge harvests. Children are expected to be given the opportunity to self-assess their learning regularly. A range of evidence is expected to be used when judging children against the National Curriculum aims. Much of this evidence should be able to be found in books and online Tapestry journals. It is expected that, where possible, when using Tapestry teachers link examples of learning to the EYFS understanding of the world /historical National Curriculum objectives on Tapestry. In the Foundation Stage, children are assessed against the Early Learning Goal for Understanding the World, and assessment is carried out through observation and questioning as children access History based activities through continuous provision.

We use the Development Matters document; this non- statutory guidance material supports practitioners in implementing the statutory requirements of the EYFS.

Reporting to parents will take place during parents evening and is recorded in the History section of the annual pupil reports.

### Continuity and progression

To ensure that pupils build a coherent sense of the past:

- Teachers use the relevant history skills and knowledge progress pathway documents to identify relevant prior learning, discussing with colleagues where necessary.
- Teachers make links to earlier learning by asking questions along the lines “Do you remember when we ...?” or by saying “This is rather like ...”.
- Teachers indicate where work is reinforced or developed in a later unit.

### Inclusion

This policy helps to ensure that pupils of all abilities make worthwhile progress in history, regardless of their age, gender, ethnicity, attainment or background. In order to do this:

- All pupils tackle will the same core enquiry questions.
- Teachers will provide suitable ways for pupils of different abilities to access difficult ideas.
- Teachers will challenge higher-attaining pupils, furthering their historical skills, understanding and depth of knowledge.
- Teachers will use a range of teaching styles in each lesson in order to match the range of learning styles represented in a typical class.

### Learning resources and environment

UNCRC Article 17 (access to information from the media) Every child has the right to reliable information from a variety of sources.

Teaching is expected to incorporate a wide range of resources to enrich children’s learning. These include timelines, books, artefacts, topic-based resources, ICT opportunities, visits to historical sites and visitors to school.

It is expected that each historical unit of work has a working display where key questions are publicised. The environment is expected to provide key vocabulary, as well as the key skills and knowledge being developed through the learning journey. Comparisons between “then” and “now” should be shown. If possible, additional artefacts should be displayed to stimulate pupil’s interest and encourage practical, enquiry-based learning and a sense of shared discovery.

### Safe Practice

All staff adhere to the school’s health and safety policy and particular note must be taken of the policy relating to safe practice on visits/fieldwork.

### The contribution of history to other subjects in the curriculum

#### English

Work in history provides opportunities for pupils to apply their language and literacy skills. These opportunities are identified in medium-term planning and teachers exploit them fully in lessons.

In the Foundation Stage, children are expected to explore the meaning of new words, use language to imagine and recreate roles and experiences in play situations and use past present and future forms accurately when talking about events that have happened or are to happen in the future. (EYFS Curriculum- Communication and Language Speaking)

At Key Stage 1, pupils are expected to extend their technical vocabulary, talk about what they see and read and communicate this in different ways. They are expected to attempt to provide reasons and explanations.

At Key Stage 2, pupils are expected to use vocabulary about life in the past but also about the processes of finding out about the past. They are expected to use and develop their library and ICT research skills in order to locate information.

They are expected to organise their findings and present them to different audiences and different purposes and evaluate the reliability of the sources they use.

## Computing

- Pupils at Key Stage 2 should use ICT-based sources as part of their historical enquiry.

In addition, opportunities to do this are included at Key Stage 1.

## Cultural Awareness

History helps pupils to think for themselves, and to respect cultural diversity. It can help pupils to understand how individuals in situations of power can affect and change History. History can also be a vehicle for encouraging discussion about and embedding the British Values.

## Leadership and management

### Development and training

To develop staff confidence and competence in teaching history the subject leader will make sure they are aware of changes in the history national curriculum, arrange for relevant advice and information from courses to be disseminated and turned into practice. The subject leader will work collaboratively with others in the same role across the US Big Hub to share training and expertise. Where necessary, the subject leader will lead, or arrange, school-based training and purchase necessary resources.

### Monitoring and evaluating

The subject leader is responsible to the Principal for the teaching and learning of history. The history subject leader will also continue to work across the US Big Hub to improve standards in History. All teachers are responsible for monitoring standards, but the subject leader under the direction of the Principal, takes a lead. The subject leader will monitor standards through work scrutiny, pupil conferencing and discussions with staff.

## Review

This policy will be reviewed in line with the school's policy review programme. The subject leader is responsible for reporting to the Curriculum Committee about the quality of its implementation and its impact on standards. In the light of this, policy amendments may be made. A review may also be necessary when and if the history curriculum requirements change.

Reviewed January 2022 Review date: January 2023