

Pennine Way Primary School



History Policy

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Statement of intent

Mission Statement: Happiness is.....

Together as a team providing an exciting and challenging learning environment which maximises independence, resilience and potential for all; Being proud of who we are, celebrating the strengths and differences that we have, working together as responsible and caring members of society as we walk the Pennine Way Pathway to Success.

Curriculum Intent:

At Pennine Way the intent for our curriculum is for it to reflect our local area and community, whilst enabling pupils to understand how Carlisle and Cumbria fit into the national and international picture. All subjects at Pennine Way are given equal importance and are all underpinned by skills as well as knowledge to improve our pupils' long term memory. These skills are built upon throughout a pupil's pathway through our school in order for them to make meaningful connections between their life experiences and the experiences that they are learning about. At the end of their journey at Pennine Way, pupils will be able to utilise the skills and knowledge gained in a variety of contexts.

History Intent:

At Pennine Way Primary, we believe that through the study of history, children make sense of their world and enrich their understanding of it. This policy sets out the framework in which the history curriculum will be taught. Through this curriculum, children will understand the similarities and differences between societies and cultures, and the impact of changes on people and place. At Pennine Way, the History curriculum is built around key skills and is taught in a way that allows children the opportunity to see how objectives taught link to them and their lives.

Signed by

Headteacher

Date:

_____ **Chair of Governors**

_____ **Date:**

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 – September 2013.
- DFE (2021) 'Statutory framework for the early years foundation stage'

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 SENDCO, 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.
- Celebrating and promoting the history curriculum and the work of pupils' throughout the school.

2.2. History teaching staff will be responsible for:

- Contributing to the development of the History Policy and teaching programmes.
- 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 Pennine Way Primary. The skills in which we teach our children ensure that their History knowledge is progressive, coherent and build upon prior learning.
- 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.

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.

4.2 Pennine Way Primary School's Curriculum Skills Progression document underpins all of our curriculum objectives and delivery of Geography curriculum

4.3 Early Years provision

Geography-based activities will be used to develop pupils' understanding of the world by finding out about the locality as well as comprehending a world beyond their local community.

4.4 Key Stage 1

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.

4.5 Key Stage 2

Pupils should be taught about:

- In relation to Britain; the Stone Age to the Iron Age, the Roman Empire, the Anglo Saxons, the Vikings to the time of Edward the Confessor and Kings and Queens of England
- 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.

5. Assessment

5.1 Assessment in history will be undertaken as part of a broader evaluation of pupil progress measured against P Level and 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.
- Assessment through deep dives discussions organised and feedback given.

7. Planning

7.1 All relevant staff members are briefed on the school's planning procedures as part of staff training.

7.2 Throughout Pennine Way Primary School, History is taught as an explicit lesson, and as part of cross-curricular themes when appropriate.

7.3 Teachers will use the key learning content in the DfE's statutory guidance 'National Curriculum in England: History programmes of study'.

7.4 Plans will demonstrate a balance of interactive elements used in teaching, ensuring that all pupils engage with their learning.

7.5 The Curriculum Skills Progression document and Curriculum Map will be used as the long-term plan to show the themes to be taught within each year group.

7.6 Medium-term planning will include the objective covered, the skill covered and the lesson content containing key vocabulary, differentiation, as well as highlighting the opportunities for assessment.

7.7 Medium-term plans will be shared with the History subject leader(s) to ensure there is progression between years.

7.8 Every lesson will have either interactive or physical resources available, outlined in the medium-term plan and saved as a separate file (i.e. lesson 1 folder containing all resources required).

7.9 Each study will have a knowledge organiser (a summary of information about the study), which will be in the pupils' book, available for them to use throughout the study to refer to.

7.10 Knowledge notes for each objective or skill (this maybe over a couple of lessons. The knowledge note will follow the same format as the planning and resource (Picture and consolidation, Memory, Discover, Interpret, Reflect).

7.11 Pupils' will be assessed in line with the schools assessment system.

8. Monitoring and review

9.1 This policy will be reviewed on an annual basis by the History subject leader(s).

9.2 The History subject leader(s) will monitor teaching and learning in the subject at Pennine Way Primary School, ensuring that the content of the National Curriculum is covered across all phases of pupils' education.

9.3 Any changes made to this policy will be communicated to all teaching staff.

9. Marking/feedback

10.1 Every piece of work will be given feedback. This can be either: verbal feedback, self-assessment, peer assessment based upon skill and knowledge.

10.2 High expectation of written work, including grammatical errors and spelling of high frequency words is expected, as well as, age appropriate historical vocabulary related to the theme.



Pennine Way
PRIMARY SCHOOL