



# History Policy

*Act justly, Love mercy, Walk humbly*

## Queniborough C E Primary School

	Date	Signed
<b>This Policy was adopted on</b>	Nov 2020	
<b>To be reviewed</b>		

## Introduction

The teaching and learning of history at Queniborough Primary School aims for our children to know the stories of our communities and the events that have formed Queniborough and its surroundings. They will have broad and deep knowledge of regional, national and international history and well-developed historical thinking. Their ability to investigate, consider, reflect and review events of the past will have enabled a detailed understanding. They will use with ease their understanding of change and continuity, similarity and difference, cause and effect, chronology and significance to interpret events and developments. They will ask and answer challenging historical questions that make links between events, developments, peoples and periods in the past. They will know of and select from a wide range of historical sources when using their skills of research, analysis and evaluation. They will use historical terms accurately in their effective communication of ideas and judgements. They will select and apply their knowledge and skills from other subjects to draw conclusions and communicate their findings. They will enjoy learning, regard history as fun and want more challenges and success. They will have a mindset that accepts that tentative conclusions are the norm. They will confidently carry out their own historical investigations. They will have memories for life from visitors, visits and rich experiences. They will have a sense of social responsibility, respect for diversity and a willingness to engage with sensitive and controversial issues. They will feel prepared for the next stage of their history education and their adult life. They will feel proud of themselves, their communities and their place, Queniborough.

## Aims and objectives

The history curriculum at Queniborough Primary School makes full use of resources within the immediate and wider local area enabling children to develop a deep understanding of the rich history of their locality.

Topics are informed by the National Curriculum and are sensitive to children's interests, as well as the context of the local area. The history curriculum at Queniborough is carefully planned and structured to ensure that current learning is linked to previous learning and that the school's approaches are informed by current pedagogy.

In line with the National Curriculum 2014, the curriculum at Queniborough aims to ensure that all pupils:

- Gain a coherent knowledge and understanding of Britain's past and that of the wider world that helps to stimulate pupils' curiosity to know more about the past.

- Develop a sense of chronology.
- Are encouraged to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement;
- Begin 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.
- Know the stories of our communities and the events that have formed Queniborough and its surroundings.

## Teaching and Learning

Queniborough Primary School follows the 2014 National Curriculum for History. There is a History Policy, Coordinator Overview, Year Group Medium Term Plans and Knowledge Organisers that outline how the National Curriculum is to be taught and organised into Year Groups. This organisation will ensure high standards of teaching and learning. History is taught in topics throughout the year, so that children can achieve depth in their learning and progression across the school can be identified. Teacher's use a range of teaching techniques to deliver the curriculum, depending on the unit being taught and the age and interest of the class to ensure learning is engaging, broad and balanced. Teacher's judgement is used to decide how to teach history be that weekly or blocking units. 1 hour of history per week for half of the school year is the expectation, this amounts to 19 hours of history per year. Cross-curricular opportunities are specifically planned for, and outlined in the knowledge organisers. The history of the local area is fully utilised to achieve the desired outcomes, with opportunities for learning outside the classroom embedded in practice to ensure our children to know the stories of our communities and the events that have formed Queniborough and its surroundings.

## Inclusion

At Queniborough Primary School we teach history to all children whatever their ability. History forms part of the school's curriculum policy to provide a broad and balanced education to all children. We provide learning opportunities matched to the needs of children with learning difficulties and we take into account the targets set for individual children.

## Equal Opportunities

It is the responsibility of all teachers at Queniborough Primary School to ensure that children irrespective of ability, race, gender, age, faith, sexual orientation, and disability are given full access to the history curriculum and

make the greatest possible progress in accordance with recent legislation. Please refer to the schools Equal Opportunities Policy.

### Assessment and Recording

We assess children's work in history by making informal judgements as we observe them during each history lesson. On completion of a piece of work, the teacher marks the work and comments as necessary, according to the marking and feedback policy. Reports to parents are completed during the academic year when indicators are made about the individual's progress in this area of the curriculum. Outcomes are judged against the National Curriculum using the Subject Coordinator Overview, Year Group Medium Term Plans and Knowledge Organisers. As children progress throughout the school, they develop a deep knowledge, understanding an appreciation of the history of their local area and the wider world, change and continuity, similarity and difference, cause and effect, chronology and significance.

### Monitoring and review

The history coordinator will measure the impact of the curriculum through the following methods:

- Interviewing pupils about their learning (pupil voice).
- Moderation staff meetings where pupil's books are scrutinised and there is the opportunity for a dialogue between teachers to understand their class's work, share ideas and pedagogy.
- Annual reporting of standards across the curriculum.
- Book scrutinites.
- Learning walks.
- Teacher's summative assessment.
- Teacher's assessment of topic vocabulary before and after the unit is taught.

This policy document will be reviewed every 12 months to assess its value as a working document.