



HILL WEST  
*Primary*

FOUR OAKS

**HISTORY POLICY**

Hill West Primary School is a member of the Arthur Terry Learning Partnership

# HILL WEST PRIMARY SCHOOL

## HISTORY POLICY

### INTENTIONS OF THE POLICY

Hill West delivers a broad and balanced History curriculum, in line with national requirements. In History, our aim is that all children make at least good progress, and alongside this develop a real love and enthusiasm for the subject. In order to ensure this we aim:

- To foster in children an interest in the past and to develop an understanding that enables them to enjoy all that history has to offer.
- To enable children to know about significant events in British history and to appreciate how things have changed over time.
- To develop a sense of chronology.
- To study some aspects of European history and have a knowledge and understanding of historical development in the wider world.
- To help children understand society and their place within it, so that they develop a sense of their cultural heritage.
- To develop in children the skills of enquiry, investigation, analysis, evaluation and presentation and to think critically, weigh evidence, sift arguments and develop perspective and judgement.

This policy is intended to be read by teachers, teaching assistants, parents and governors of the school, and by members of the ATLP community to guide and govern the principles of teaching in History.

### ROLES AND RESPONSIBILITIES

The curriculum leaders (AHTs) are responsible for:

- Preparing policy documents, curriculum plans and schemes of work for History
- Reviewing changes to the national curriculum and advising teachers on their implementation
- Monitoring the learning and teaching of History, providing support for staff where necessary.
- Ensuring continuity and progression from year group to year group.
- Encouraging staff to provide effective learning opportunities for pupils.
- Helping to develop colleagues expertise in the subject
- Organising and deployment of resources and carrying out an annual audit of all History-related resources
- Communicating developments in the subject to all teaching staff and the senior leadership team as appropriate

- Leading staff meetings and providing staff members with the appropriate training.
- Organising, providing and monitoring CPD opportunities in the subject.
- Ensuring common standards are met for recording and assessing pupil performance
- Advising on the contribution of History to other curriculum areas, including cross curricular and extra-curricular activities
- Reviewing the quality of provision for History and setting new priorities for the development in subsequent years.

The classroom teachers are responsible for:

- Following the guidance set out in this policy.
- Ensuring progression of pupils' Historical skills, with due regard to the national curriculum.
- Planning lessons effectively ensuring a range of teaching methods are used to cover the content of the national curriculum.
- Liaising with the subject leader about key topics, resources and support for individual pupils
- Monitoring the progress of pupils in their class and reporting this on an annual basis to parents
- Undertaking any training that is necessary in order to effectively teach the subject.

The SENDCO is responsible for:

- Liaising with the subject leader in order to implement and develop specialist History-based learning throughout the school.
- Advising staff how best to support pupils' needs
- Advising staff on the use of teaching assistants in order to meet pupils' needs.

## **ENTITLEMENT**

All our children, irrespective of age, disability, gender, ethnic origin, gender reassignment, race, religion or belief, sex or sexual orientation are entitled to participate fully in History, and benefit from a broad range of highly effective History teaching and learning activities at every stage of their education. We are committed to ensuring that children experience success in this subject.

All children are entitled to:

- Regular individual history subject discipline lessons.
- Have access to the full range of activities involved in learning History.
- Provision of suitable learning challenges that respond to each child's different needs.
- Differentiation, additional or different action to enable the child to learn more effectively.
- Intervention, through the setting of small targets identified following assessment against their Learning Journey.
- The use of well-told stories, interactive displays, role-play and drama, collaborative as well as individual learning, problem solving, debates and the incorporation of historical visits to places of historical importance.

## **ATTITUDES AND COMPETENCIES TO BE DEVELOPED**

### **Early Years Foundation Stage (EYFS)**

- All pupils in EYFS are taught History as part of 'understanding the world'.
- The History curriculum in the EYFS is delivered with particular reference to the Early Learning Goal 13 – people and communities, which enables children to:
  - Talk about past and present events in their own lives and the lives of family members
  - Know about similarities and differences between themselves and others, and among families, communities and traditions.

### **By the end of Key Stage 1, pupils should be taught (to):**

- Develop an awareness of the past using common words and phrases relating to the passing of time.
- Know where people and events they study fit in within a chronological framework and identify similarities and differences between ways of life in different periods.
- Use parts of stories and sources to show what they know and understand about key features of events.
- Understand some of the different ways in which we find out about the past.
- About changes within living memory.
- About events beyond living memory that are significant nationally or globally.
- About the lives of significant individuals in the past who have contributed to national and international achievements.
- About significant historical events, people and places in their own locality.

### **By the end of Key Stage 2, pupils should be taught (to):**

- Develop a chronologically secure knowledge of British, local and world history.
- Note connections, contrasts and trends over time and develop appropriate use of historical terms when explaining these.
- Devise historically valid questions about change, cause, similarity and difference, and significance.
- Construct informed responses that involve thoughtful selection and organisation of relevant historical information.
- Understand how our knowledge of the past is constructed from a range of sources.

## **PLANNING FOR PROGRESSION AND CONTINUITY**

Using the expectations of the National Curriculum, History has been segmented into expectations for each year group, using a Progressive Learning Journey/Scheme of Work. The teachers will use this, alongside other resources to plan lessons that enable the children to progress in all areas of

History. By the end of each academic year, the children will have covered the entirety of the year group expectations, so that they are ready to progress to the following year's curriculum. If children are working below or above age-related expectations, this will be differentiated for so that all children can make expected progress. This information will also be passed on during transition of year group so that this can continue each year.

History lessons are delivered thematically in blocked learning time and through weekly subject specific lessons. In KS1 the children have a basic entitlement of 30 hours of History teaching a year; in KS2 this entitlement raises to 38 hours.

## **ASSESSMENT AND RECORDING**

The progress and development of pupils within the EYFS is assessed against the early learning goals outlined in the 'Statutory framework for the early year's foundation stage'.

Throughout the year, teachers will plan on-going creative assessment opportunities in order to gauge whether pupils have achieved the key learning objectives as outlined in our progressive learning journey for History. Assessments will be undertaken in various forms, including

- Talking to pupils and asking questions
- Discussing pupils' work with them
- Marking work against the learning objective
- Pupils' self-evaluation of their work

Formative assessment, which is carried out informally throughout the year, enables teachers to identify pupils' understanding of art and inform their immediate lesson planning. In terms of summative assessments, the results of end-of-year assessments will be passed to relevant members of staff, such as pupils' future teachers, in order to demonstrate where pupils are at a given point in time.

At parents evenings/consultations parents will be informed about the attainment and progression in History alongside other subjects and teachers will express any celebrations or concerns they may have about this. Parents will be provided with a written report about their child's progress during the summer term every year. These will include information on pupil's end of year attainment in History and may include any areas of strength or areas for development that the teacher may wish to highlight.

## **MONITORING AND REVIEW**

This policy will be reviewed on an annual basis by the Headship team. The curriculum leaders will monitor teaching and learning in the subject at Hill West primary school, ensuring that the content of the national curriculum is covered across all phases of pupils' education.