



**MELLERS PRIMARY SCHOOL
HISTORY POLICY
JUNE 2021**

National Curriculum

A high-quality history education will help pupils gain a coherent knowledge and understanding of Britain's past and that of the wider world. It should inspire pupils' curiosity to know more about the past. Teaching should equip pupils to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. History helps pupils 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.

Vision for History

We believe that having deep understanding of the past is essential in enabling our pupils to develop a sense of their role as responsible citizens today and in their future lives. We aim to develop a passion for history to inspire our children to:

- Understand consequence in order to make responsible choices and decisions
- Empathise with others from different perspectives
- Be proud of individuality and stand up for what is right
- Treat one another equally
- Develop curiosity to inspire further reading and research

We want our pupils to develop a lifelong love of history that will shape their future lives by providing knowledge that will help make connections with others, encourage them to explore new places and to help shape career paths

INTENT

Aims and objectives

A high-quality history education equips pupils to think critically, analyse evidence, develop arguments, and develop perspective and judgement. Our curriculum aims to teach British and world history together to ensure that the pupils understand the events that have shaped their lives today.

The aims of history education at Mellers are:

- 🏰 To foster pupils' enjoyment and interest in learning about the past
- 🏰 To develop children's knowledge and understanding of Britain's past: how people and events have shaped the nation and how Britain has influenced the world
- 🏰 To understand the significance of Nottingham in Britain's history
- 🏰 To develop pupils' sense of chronology so that they understand British history as a coherent, chronological narrative and are also familiar with the broad outlines of European and world history
- 🏰 To 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.
- 🏰 To develop children's understanding of important historical concepts and abstract terms so that they can use them in discussions and written accounts of past events.

- 🛡 To develop in children the skills of enquiry, investigation, analysis of evidence, evaluation and presentation.
- 🛡 To ensure that the personal history of all pupils is acknowledged.

History curriculum planning

History is a foundation subject in the National Curriculum. We are using the 2014 National Curriculum framework to adapt and develop our current planning (see below).

We carry out curriculum planning in history in three phases (long-term, medium-term and short-term). The long-term plan (see below) maps the history topics studied in each term during each key stage; this is created collaboratively between the history subject leader and year group teachers to ensure coverage of objectives, progression of skills and avoidance of repetition. Medium term plans for each subject area are created by teaching staff with an emphasis on the knowledge and skills that will be taught and how they will be taught. History is taught discretely but staff make meaningful links across subjects where appropriate. Prior knowledge is linked to new learning to deepen children's understanding and to ensure new concepts and skills are retained. Knowledge organisers are used to share planning with the pupils.

The year group teachers create the short-term lesson plans for each history session. These plans list the specific learning objectives and resources for each lesson. These are for the year group teachers' use but may be shared with colleagues, as necessary.

IMPLEMENTATION

Pedagogy

History teaching focuses on enabling children to think as historians. We place an emphasis on using primary sources of information such as visitors, educational visits and artefacts. We focus on helping children understand that historical events can be interpreted in different ways and that they should always ask searching questions, such as 'how do we know?', about information they are given. They are also encouraged to assess the reliability and intent of the source of evidence to understand the impact of bias.

The significance of Nottingham in Britain's history is central to our curriculum. We understand the importance of using resources in the local area to make learning relevant to the pupils. Nottingham has a rich history of rebellion and throughout time has fought to improve the lives of the people that live here. This is the same vision we share for our pupils and through our curriculum, we seek to show the pupils how powerful their voices and actions can be.

In planning and delivering history lessons, we use 'Rosenshine's Principles of Learning' to ensure that the teaching is based on cognitive science and research. The principles are:

- 🛡 Begin a lesson with a short review of previous learning
- 🛡 Present new material in small steps with student practice after each step
- 🛡 Ask a large number of questions and check the responses of all students

- 🏆 Provide models
- 🏆 Guide student practice
- 🏆 Check for student understanding
- 🏆 Obtain a high success rate
- 🏆 Provide scaffolds for difficult tasks
- 🏆 Require and monitor independent practice
- 🏆 Engage students in weekly and monthly review.

Foundation Stage

We teach history in F1 and F2 classes as an integral part of the topic work covered during the year. As part of the Foundation Stage of the National Curriculum, we relate the history side of the children's work to the objectives set out in the Early Learning Goals (ELGs) which underpin the curriculum planning for children aged three to five. History makes a significant contribution to the ELG objectives of developing a child's knowledge and understanding of the world through activities such as dressing up in historical costumes, looking at pictures of famous people in history or discovering the meaning of new and old in relation to their own lives.

The contribution of history to other subjects

English

History contributes significantly to the teaching of English in our school by actively promoting the skills of reading, writing, speaking and listening. Some of the texts that we use in English lessons are historical in nature. Children develop oracy skills through dialogic discussion, debate and speech making. They develop their writing ability by presenting their learning in a range of written tasks.

Mathematics

History teaching contributes to the teaching of mathematics in a variety of ways. Children learn to use numbers when developing a sense of chronology through doing activities such as timelines. Children learn to interpret information presented in graphical or diagrammatic form.

Computing

Children use ICT in history to enhance their skills in data handling and in presenting written work, and they research information using the Internet. Children use digital cameras and iPads to record and use photographic images.

Personal, social and health education (PSHE)

History contributes significantly to the teaching of personal, social and health education. Children develop self-confidence by having opportunities to explain their views on social questions such as how society should respond to poverty and homelessness. They discover how to be active citizens in a democratic society by learning how laws are made and changed, and they learn how to recognise and challenge stereotypes and to appreciate that racism is a harmful aspect of society. They learn how society is made up of people from different cultures and start to develop tolerance and respect for others.

Spiritual, moral, social and cultural development (SMSC)

When teaching history, we contribute to the children's spiritual development where possible. We also provide children with the opportunity to discuss moral questions. The study of history enables children to understand that Britain's rich cultural heritage can be further enriched by the multi-cultural British society of today.

Special educational needs (SEN)

At our school we teach history to all children, whatever their ability. History forms part of the school curriculum policy to provide a broad and balanced education to all children. Through our history teaching we provide learning opportunities that enable all pupils to make progress. We do this by setting suitable learning challenges and responding to each child's different needs. Assessment against the National Curriculum allows us to consider each child's attainment and progress against expected levels.

When progress falls significantly outside the expected range, the child may have special educational needs. Our assessment process looks at a range of factors – classroom organisation, teaching materials, teaching style, and differentiation – so that we can take some additional or different action to enable the child to learn more effectively. This ensures that our teaching is matched to the child's needs.

Children identified with special educational needs and needing additional support will be provided with an Individual Provision Map (IPM). The IPM may include, as appropriate, specific targets relating to history. We enable pupils to have access to the full range of activities.

Equal opportunities

As a staff we endeavour to maintain an awareness of, and to provide for equal opportunities for all our pupils in mathematics. We aim to take into account cultural background, gender and language differences, both in our teaching attitudes and in the published materials we use with our pupils.

Resources

Resources for each unit are kept by class teachers for use by their year group. The timeline in the school hall is regularly used to show events in a worldwide context. The library is building up a good supply of topic books to support children's individual research. Teachers also make use of topic collections from the Nottingham City Education Library service and artefact loans from the Nottingham City Museums Service.

Monitoring and review

Monitoring of the standards of children's work and of the quality of teaching in history is the responsibility of the history subject leader. The work of the history subject leader also involves supporting colleagues in the teaching of history, being informed about current developments in the subject, and providing a strategic lead and direction for the subject in the school. The history

subject leader has specifically allocated time in which to fulfil this role by reviewing samples of children's work and visiting classes to observe teaching in the subject. They also monitor planning and ensure that the intent for History is being effectively implemented.

A named member of the school's governing body is briefed to oversee the teaching of History. This governor meets with the subject leader to review progress termly and receives a written report. Where children are to participate in activities outside the classroom, for example, a visit to an outside site, we carry out a risk assessment prior to the activity, to ensure that the activity is safe and appropriate for all pupils.

IMPACT

Assessment and recording

We expect most children to achieve age related standards or better in history within each year group. We also look for pupils that show a greater depth of understanding. We assess children's work in history by making informal judgements as we observe them during each history lesson. The feedback to children policy is followed for practical and recorded work. This is an ongoing process until the completion of a unit of work. The pupils create a page in their curriculum learning journey book that is used by teachers when forming end of year judgements.

Children's progress and attainment per unit of study is tracked through the assessment framework on SIMS on an annual basis. The history subject leader reports on:

- 🏆 recent development work
- 🏆 performance analysis
- 🏆 pupil outcomes in relation to development priorities, their impact on teaching and learning, and future developments.

Governors monitor the effectiveness of the school twice a year through a variety of other activities including learning walks and classroom observation as per the Monitoring and Evaluation framework in the School Improvement Plan.

Signed:

Date:

