



Roe Lee Park
Primary School & Nursery

Free to Flourish

History
Policy

Our Mission Statement is;

'Children, parents, governors and all staff to work together to ensure that everyone fulfils their potential and enjoys a rewarding experience'.

Statement of Intent

Here at Roe Lee, we aim to help children gain an understanding of Britain's history and that of the wider world. We want all children to have an understanding of our past and how history, will shape our future.

In order to achieve this we need to fulfil the requirements of the National Curriculum for History; by providing a broad, balanced and differentiated curriculum that inspires children's curiosity, encourages them to ask critical questions and enables them to have a better understanding of the society in which they live and that of the wider world.

Opportunities will be made to develop our cross curricular themes of:

- Enquiry
- Vocabulary development
- The local area

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 SENCO, 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 as part of their ongoing professional development.
- Celebrating and promoting the history curriculum and the work of pupils' throughout the school.

Teaching staff will be responsible for:

- Contributing to the development of the History Policy and teaching programmes, with the History Coordinator.
- Developing schemes of work and lesson plans in line with the school's History Policy and the objectives of the history curriculum.

- 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.
- Keeping apprised on current affairs and best practice on their history curriculum, and applying this to their schemes of work.

Teaching and Learning

The History Coordinator will be responsible for overseeing the planning, resourcing and monitoring of the school's history programme.

The subject matter covered in history reflects the requirements of the new National Curriculum, which came into effect on 1 September 2014.

Special focus will be paid to the teaching of the skills inherent in the entire history curriculum taught at Roe Lee.

These skills include:

- Making accurate observations.
- Asking and answering questions.
- Effectively using the appropriate sources for making judgements
- Recognising patterns and identifying relationships.
- Predicting and applying knowledge to differing contexts.
- Critically analysing and interpreting evidence, and drawing conclusions.

The history programme will be delivered by all staff in a range of teaching and learning situations with respect to the needs of individual pupils.

The Curriculum

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.

EYFS

History in the Foundation Stage is taught under the umbrella of 'Knowledge and Understanding of the World' from the EYFS. The children are supported in developing the knowledge, skills and understanding that helps them to make sense of the world. The pupils are encouraged to talk about their families and past and present events in their lives. They are beginning to gain knowledge and understanding of the world through:

- photographs
- listening to stories and memories of older people
- role play activities
- discussing events in the past and their own personal lives
- sequencing events to gain a sense of time

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.

Key Stage

Pupils should be taught about:

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

Planning

At Roe Lee we use the national curriculum scheme of work for history as the basis for our curriculum planning and relate this to the local context where possible. Our curriculum planning is in three phases (long-term, medium-term and short-term). The subject leader for history oversees the curriculum coverage and ensures that requirements are met. We plan the topics in history so that they build upon prior learning and skills are re-visited as children progress through school. Children of all abilities have the opportunity to develop their skills and knowledge in each unit and, through planned progression built into the scheme of work, we offer them an increasing challenge as they move through the school. Our Killer questions are also used in lessons to challenge all children where possible.

Assessment and Recording

Assessment in history will be undertaken as part of a broader evaluation of pupil progress measured against P Level and National Curriculum assessment criteria. 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.
- Ensures children work towards an overarching question as part of the unit, whilst answering questions during each lesson.
- 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.

We recognise the fact that in all history classes there are children of a variety of abilities, and we seek to provide suitable learning opportunities for all pupils by matching the challenge of the task to the ability of the child.

Cross Curricular Links

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 are used in English lessons are historical in nature. Children develop oracy through discussing historical questions or presenting their findings to the rest of the class. They develop their writing ability by composing reports and letters and through using writing frames.

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 time-lines. Children learn to interpret information presented in graphical or diagrammatic form.

Computing

We use computing in history teaching where appropriate. Children use computing in history to enhance their skills in data handling and in presenting written work, and they research information using the Internet. Each teacher ensures it is used as a teaching tool where appropriate, and provides opportunities for children to also use it.

Personal, Social and Health Education (PSHE)

History contributes significantly to the teaching of personal, social, citizenship and health education. Children develop self-confidence by having opportunities to explain their views on a number of social questions such as how society should respond to poverty. They learn how to recognise and challenge stereotypes. They learn how society is made up of people from different cultures and start to develop tolerance and respect for others.

Equal opportunities

- All pupils will have equal access to the entire History curriculum.
- Gender, learning ability, physical ability, ethnicity, linguistic ability and/or cultural circumstances will not impede pupils from accessing all History lessons.
- Where it is inappropriate for a pupil to participate in a lesson because of reasons related to any of the factors outlined above, the lessons will be adapted to meet the pupil's needs and alternative arrangements involving extra support will be provided where necessary.
- All efforts will be made to ensure that cultural and gender differences will be positively reflected in all lessons and teaching materials used.
- **Roe Lee** aims to provide more academically able pupils with the opportunity to extend their thinking through extension activities such as Killer Questions.

This policy was reviewed on 15th September 2022.

Policy written by: Shabnum Makba

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