

# The King's C of E Primary Academy

## History Policy

### Policy Awaiting Ratification

This policy is rooted firmly in our desire to fulfil our Vision to enable us to continue  
**'Living Well Together'**

### Vision Statement

Growing confident and aspirational children who believe in themselves and contribute positively to their community and the wider world.

### Mission

Our Mission is to ensure that:

- All children develop the **knowledge, skills and character** to live happy, healthy and successful lives
- All children are respected and treated with **equity**
- All children are taught to be **resilient** and **aspirational**, encouraging them all to achieve their full potential
- All children know that they have a positive role to play in the world and that their contributions are valued in the **community**
- All children are encouraged in their **personal, moral and spiritual** development within a Christian framework.

### Our Core Values

#### Kindness

Learning respectfully alongside each other, helping each other to grow through our acts of kindness.

*"Do for other people the same things you want them to do for you."* **Matthew 7 v 12**

#### Friendship

United as a family we bring light to our community and the wider world.

*"A sweet friendship refreshes the soul."* **Proverbs 27 v 9**

#### Faith

Aspiring to learn with courage and faith, believing in God, ourselves and each other so that we can live life in all its fullness

*"Faith can move mountains".* **Matthew 17 v 20**

## Purpose of the History Policy

- To instil in the children a curiosity and understanding of events, places and people in a variety of times and environments.
- To develop an interest in the past and an appreciation of human achievements and aspirations
- To understand the values of our society
- To learn about the major issues and events in the history of our own country and of the world and how these events may have influenced one another
- To develop a knowledge of chronology within which the children can organise their understanding of the past
- To understand how the past was different from the present and that people of other times and places may have had different values and attitudes from ours
- To understand the nature of evidence by emphasising the process of enquiry and by developing the range of skills required to interpret primary and secondary source materials
- To distinguish between historical facts and the interpretation of those facts
- To understand that events have a multiplicity of causes and that historical explanation is provisional, debatable and sometimes controversial
- To develop and enrich subject specific vocabulary
- To develop fluency with reading so that children are able to read for pleasure and apply their skills to access all learning
- To read, write and speak with confidence, fluency, accuracy, understanding and expression
- To enable all children to communicate effectively
- To take part in a variety of language-based activities including role-play, drama, debates, discussions and play scripts
- To widen experiences through: active learning opportunities via a range artefacts, visitors and educational visits.

## Teaching and Learning

Our planning for History, follows the revised National Curriculum for History guidelines September 2014 and the Early Years Framework.

History is taught for 3 terms per year and is revisited through English stimuli, reading materials and it is also linked to the Geography curriculum where relevant.

We recognise the importance of constantly revisiting learning. Our learning environments encourage children to return to past learning regularly so that they can embed key concepts, skills and knowledge. Hands on activities are favoured. Children may not always record their learning formally in their workbook as we value a wide range of learning opportunities such as visitors with knowledge or experience of historical events, video clips, related texts, internet research or educational visits. The use of drama opportunities enable the children to relate and recall specific key events as well as developing enquiry skills through the use of a range of primary and secondary resources.

Each class area also has a Curiosity area. This area has non-fiction reading material such as books, leaflets, knowledge organisers, maps, a globe, etc. These resources are there to reinforce prior learning and to develop a sense of inquisitiveness. We want children to be curious learners. We want them to be thirsty for knowledge and our reading areas reflect this.

## How do we teach History?

**We believe in quality first teaching which involves:**

- highly focused lesson design with sharp learning intentions.
- high demands of pupil involvement and engagement with their learning.
- high levels of interaction for all pupils.
- appropriate use of teacher questioning, modelling and explaining.
- an emphasis on learning through dialogue, with regular opportunities for pupils to talk both individually and in groups.
- an expectation that pupils will accept responsibility for their own learning and work independently.
- regular use of encouragement and authentic praise to engage and motivate pupils.

**Interdisciplinary learning:**

Teachers are encouraged to teach History through interdisciplinary learning. Interdisciplinary learning is a planned approach to learning which uses links across different subjects to enhance learning. This enables our children

- to make connections between subjects.
- to transfer key skills and knowledge to deepen understanding.

## What do we teach through History?

There is clear progression in the teaching of History at The King's C of E Primary Academy.

All curriculum choices are based on The National Curriculum 2014. It reflects the individual community of The King's c of E Primary Academy. We believe in enriching the children's life experiences as much as possible so every opportunity is made to link **The King's Charter** activities to units of work in History. Vocabulary is at the heart of every lesson.

Subject specific vocabulary is taught directly and revisited frequently to make sure that children can discuss their learning in an informed and intelligent manner. Vocabulary progression lists have been agreed by the teaching team.

Certain skills and knowledge are taught at different stages of the child's development and are then revisited and reviewed in subsequent years. The Subject Leader is responsible for ensuring all staff know when these skills have to be taught and at what stage they should be mastered by.

Cycle A	Autumn	Spring	Summer
Year 1/2	Past, present and future.	Tudors	Civil War
Year 3/4	Stone age	Romans (Boudicca)	WW1
Year 5/6	Iron age	Romans (Fall of the Empire)	Civil War

Cycle B	Autumn	Spring	Summer
Year 1/2	Past, present, future (schools and family)	Explorers	The Great fire of London.
Year 3/4	Bronze age	Egyptians	Civil Rights
Year 5/6	Vikings	WW2	Shanghai Dynasty/Margaret Thatcher study

## The Role of the Subject Leader

- Analyse and build the appropriate provision in their subject, then cultivate the staff's pedagogical content knowledge to maximise learning across their school.
- Keep up to date with subject area developments through research, training and networking with colleagues in other schools and academies
- Monitoring the standards of children's learning and the quality of teaching
- Create a subject area action plan each year and review regularly.
- Ensure all staff know when knowledge and skills have to be taught and at what age they should be mastered by.
- Complete monitoring reports termly
- Audit resources and ensure all staff have the skills, knowledge and resources that they need to teach history.

## Inclusivity and Accessibility

At The King's C of E Primary Academy, we are committed to providing a fully accessible environment which values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional, sexual orientation and cultural needs. We are also committed to challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.

We design our own units of learning, customising them to meet the needs of our pupils; including those who have learning difficulties and those who are gifted and talented. This ensures our teaching and learning meets the demands and interests of the full range of learners and keeps pace with changes. We challenge stereotypes and mitigate bias through the careful selection of resources and discussion areas.

### Children with special educational needs and disabilities (SEND)

- teachers adapting planning so that individuals have specific learning outcomes.
- teachers working specifically with children with SEND.
- providing extra adult support in class so that children are focused on accessing the curriculum.

- meeting regularly in staff teams to discuss provision and if it needs to be adapted.
- liaising with outside agencies to receive the best advice on how to help children learn.
- adapting buildings and furniture if necessary so that children are not restricted from using the school fully.

### **Disadvantaged Pupils**

Our moral purpose is also to do something extra for our disadvantaged children AND our big challenge is to make certain that our disadvantaged children make at least good progress compared to their peers. All our teachers recognise and accept that the vast majority of pupils' progress comes out of good teaching and learning on a day to day basis. As a school we receive funding for disadvantaged pupils. This is used to increase the attainment of pupil premium children, looked after children and armed forces children.

We ensure as a non-negotiable that:

- we all know who our disadvantaged children are.
- when planning these children have that little bit extra.
- we mark their work first when we are fresher.
- questions are directed at these pupils specifically at all times.
- we talk to these children about their learning constantly
- we monitor the progress of these children constantly

### **Differentiation**

Differentiation is the process of matching learning tasks to particular groups or individuals. Teachers have to consider differences when planning and teaching lessons in order to ensure that all abilities in the class are catered for.

### **Assessment**

Teachers discuss learning with each child and use Revisit and Review tasks at the beginning of each lesson to determine if children have retained prior learning from the previous day, week, month and year. Where gaps are shown, teachers reflect on this in their planning so that these missing elements can be retaught.

History assessment is also continually recorded in each child's knowledge, skills and vocabulary progression booklet alongside their knowledge organiser for that topic. These targets are linked explicitly to the National Curriculum 2014. Progress is also recorded using workbooks and photographic evidence. Samples of children's work are kept by the History Subject Leaders in the Subject Leaders' online folder to show the expected level of achievement in each year group in the school.

Parents and Carers are informed of their child's current historical topic via knowledge organisers, copies of which can be accessed on the child's class page as well as being discussed with parents during parental consultation evenings. We encourage a partnership with home by setting engaging home-learning tasks related to the current topic.

Samples of children's History knowledge, skills and vocabulary progression are kept by the Subject Leaders in the Subject Leaders' online folder to show the expected level of achievement in each year group in the school.

## Health and Safety

All staff are aware of the requirements of the school's Health and Safety Policy. Risk assessments are carried out for all activities, taking into account medical issues, where needed. Visits to off-school sites are arranged in line with the school visits policy.

## Dissemination of this policy

The policy will be publicised to all teaching staff in a staff meeting and to all parents via the school website. Copies will be made available for all parents who request it.

<b>Policy:</b>	<b>History</b>
<b>Written and agreed by:</b>	Colette Jeffery
<b>Date written:</b>	April 2021
<b>Approved by:</b>	The Governing Body
<b>Date:</b>	Policy Awaiting Ratification
<b>Review cycle:</b>	Bi-annually
<b>Review Date</b>	May 2023