

# Vernon Primary School



## History Policy



### The intent of the History curriculum at Vernon Primary School is to provide every pupil with:

- An excellent knowledge and understanding of people, events, and contexts from a range of historical periods and of historical concepts and processes.
- An awareness of chronology and the ability to plot dates on a timeline, knowing when events happened in the context of time.
- The ability to think critically about history and communicate ideas confidently in styles appropriate to a range of audiences.
- The ability to consistently support and evaluate their own and others' views using detailed, appropriate and accurate historical evidence derived from a range of sources.
- The ability to think, reflect, debate, discuss and evaluate the past, formulating and refining questions and lines of enquiry.
- A passion for history and an enthusiastic engagement in learning, which develops their sense of curiosity about the past and their understanding of how and why people interpret the past in different ways.
- A desire to embrace challenging activities, including opportunities to undertake high-quality research across a range of history units of work.
- A knowledge and appreciation of the role of the historian and an understanding of how to use historians views to support their ideas.

## **Introduction:**

‘History fires pupils’ curiosity about the past in Britain and the wider world. Pupils consider how the past influences the present. As they do this, pupils develop a chronological framework for their knowledge of significant people and events. They see the diversity of human experience and understand more about themselves as individuals and members of society.’

History can mean two things: the past and the study of the past. The past influences all of our lives. It shapes the customs and beliefs of the communities to which we belong. Learning about the past and gaining the critical thinking skills needed to study it can help children make sense of the world in which we live.

The study of History can contribute to the overall ethos of the school. The community of the school can be enriched by some of the values taught through history such as:

- An appreciation of our common heritage and of the diversity of human experience.
- The acceptance of different viewpoints and an ability to empathise with the world around us.
- Understanding the need for evidence when arguing a case.

This policy reflects the consensus of opinion of the teaching staff and has full agreement of the governing body.

## **Aims and Objectives:**

- To ensure high quality, creative teaching is delivered to all pupils.
- To stimulate children’s interest and curiosity and develop their understanding with reference to the past, both in Britain and the wider world.
- To enable children to have an understanding regarding significant historical events and to appreciate changes over time.
- To help children understand society and their place within it, developing a sense of their own cultural heritage.
- To allow children to learn about the lives of significant individuals from the past and respect how they have shaped and impacted on current society.
- To provide children with skills needed to understand and learn from history; chronology, enquiry, investigation, analysis and evaluation.

## **Teaching and Learning:**

Teaching staff at Vernon Primary School are fully committed to using the National Curriculum in order to implement the planning of History. The staff use their creativity and pupil enthusiasm to deliver inspiring activities based around termly themes. We recognise that children within our school respond to different learning styles and therefore a range of teaching styles are used when delivering History lessons, including

- The use of visual and practical hands on experience to bring ‘history to life’ through examining historical artefacts and primary sources.
- Themed history workshops to link with termly themes.
- Opportunities to visit sites of historical significance.
- Encouraging visitors to come into school to share their knowledge and experience of the past.
- Using literature to gain a range of perspectives of historical study.
- A range of drama techniques to introduce areas of History and encourage children to immerse themselves in past societies and empathise with people of different heritages to improve cultural capital.
- Paired work (talking partners) and group work.
- Speaking and listening activities such as presentations, debating, drama and discussions.
- Encouraging children to ask searching questions in order to glean information from a range of primary and secondary sources.
- The use of ICT to support research and as a tool for presenting work.
- Setting tasks which require children to work both independently and as part of a mixed ability group.

## Planning:

The key curriculum values for our school are threaded throughout planning across the curriculum, including History. The curriculum values include: **Creativity and Curiosity; Independence; Respect and Cooperation.**

At Vernon Primary School, we have our own bespoke History curriculum. History planning is based on the National Curriculum, using milestones as a reference point for progression in Years One to Six, from which individual lesson objectives are formed. Plans for Reception are based on the 'Early Learning Goals' with History taught under the area of 'Understanding the World'. All teachers are involved in the planning of History. Plans are then monitored by the SLT and the subject leader. Each subject has a long term plan to ensure continuity and progression. The history long term plan details the focus time period studied and the key areas to focus on during that term.

- The curriculum map for each year group provides further details of the units of work for each term including: learning objectives, outcomes and cross-curricular links for each unit. The History subject leader reviews the plans on a regular basis.
- Teachers then write short term plans detailing specific learning objectives and outcomes and outlining how the lessons will be taught. These plans include prior learning to ensure progression, vocabulary to introduce and assessment questions. Teachers are responsible for annotating their plans to identify successful aspects of lessons as well as any areas or gaps which inform future planning.

Vocabulary progression grids are also available to all staff to make sure children are learning appropriate historical vocabulary for their age group and building on prior knowledge.

## Planning for inclusion:

The National Curriculum sets out a number of key principles essential to planning and teaching:

- Setting suitable challenges.
- Responding to pupils' needs.
- Overcoming potential barriers for individuals and groups of pupils.

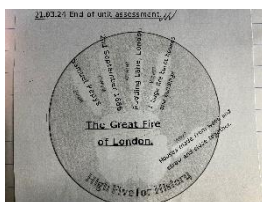
These principles highlight the importance of settings and schools planning History teaching in order to meet the needs of all children. Planning should also ensure that the needs of children within specific groups, such as those with Special Educational Needs (SEND), and pupils working at a greater depth level, are met throughout all lessons.

## Assessment:

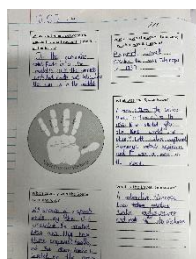
Teachers assess children's progress in History by observing their work and involvement in each lesson and judging this by the objectives and outcomes for the lesson. History should not just be assessed through writing tasks. Formative assessment may be in the form of:

- Written work.
- Photographic evidence.
- A group presentation.
- QR codes
- Participation in debates
- Drama activities

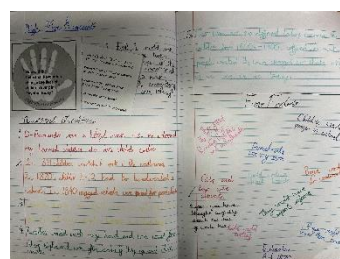
These observations are used to determine future planning. At the end of each unit, children will complete an age-appropriate 'High Five to History' assessment where they can display the knowledge they have gained over the previous term. This should show progression between year groups.



Year 1



Year 3



Year 5

Teacher assessments are recorded on FFT. Parents are informed of their child's progress in History at Parents' Evenings and in the annual report at the end of the academic year. Examples of children's work from history books and study books are kept by the subject leader as evidence of progression and expected level of achievements in History throughout the school.

### **Responsibilities:**

#### **The role of the subject leader:**

- Monitoring the teaching and learning of History throughout the school.
- Supporting colleagues in the teaching of History and informing them about current developments in the subject.
- Ensuring resources are relevant and up to date.
- Monitoring and reviewing the targets outlined in the History action plan.
- Ensuring the professional development needs of staff when and where necessary.
- Developing the curriculum with SLT.
- Completing external accreditation such as the History Quality Mark.
- To promote changes to reduce teacher workload in history.

#### **The role of the class teacher:**

- To provide opportunities for children to develop their historical knowledge.
- To plan exciting, stimulating lessons to foster a love of the subject.
- To ensure all children can fully access and engage with the lessons.
- To evaluate planning.
- To identify CPD needs and attend training sessions.
- To assess the progress of children and identify and address any gaps.

#### **Parent and carer involvement:**

- Parents/carers are invited into school twice each year to share their child's work and discuss progress.
- Parents/carers are invited to an open evening in the summer term.
- Parents/carers are welcomed into school to work within the classroom.
- Parents/carers invited to join classes on educational visits and encouraged to come in as visitors where relevant.

### **Monitoring and Review:**

We are aware of the need to regularly review our policies to take into account the new initiatives, changes in curriculum or developments in technology.

#### **Katie Power**

Subject Leader for History

Policy date – September 2024

Review Date – September 2027

Ratified by Governors – September 2024