

# TILERY PRIMARY SCHOOL



# HISTORY POLICY



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## **What We will Offer**

### **Our Vision**

At Tilery Primary School we believe that a high-quality History education will inspire our children to want to know more about the past and to think and act as historians. We want to bring History to life and to ensure children enjoy, find excitement in and develop a love of History. History enables children to see the diversity of human experience and understand more about themselves as individuals and members of society. Throughout our History curriculum, we teach children a sense of chronology and through this they develop a sense of identity and pride in who they are and in their historical heritage. We feel what children learn through the study of History at Tilery can positively influence their decisions about personal choices, attitudes and values throughout their own lives.

### **Aims & objectives**

- To provide an engaging curriculum that blends both substantive knowledge and disciplinary skill to ensure our children school are equipped with the tools that they need to place their historical learning into both broad and specific contexts.
- To instil in our children a curiosity and understanding of events, places and people in a variety of times and environments
- To develop an appreciation of human achievements and aspirations.
- To develop a sense of chronology so our children can organise their understanding of the past and make connections between time periods.
- 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 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 promote pupils spiritual, moral, social and cultural development through the study of past societies.
- To provide opportunities for investigation and learning using a wide range of sources and information and develop an understanding of how to interpret primary and secondary sources

### **Concepts & progression of knowledge & skills**

Our cross curricular History curriculum provides children with opportunities to practise and apply key skills including across the curriculum. These key skills show progression throughout school and are not just developed year on year, but across the three terms and also across the two History cycles. A Key Concepts Progression table and History Skills Progression Map has been produced and is available for all staff to access.

### **Sequencing i.e. revisiting & making connections to previous learning**

At Tilery Primary School we have long term plans for EYFS, KS1 and KS2 and are covering what is in the National Curriculum. We will begin a unit of work by discussing the Key Concepts and making links with previous years, explaining when these key concepts were previously taught. Each lesson begins with Retrieval Practice: the first lesson based on the previous year's teaching and then the following lessons' Retrieval Practice focusing on what has been taught, in that unit of work. Challenge is also given to children by asking open ended questions such as: What if? Or What might happen next? Promoting children's

learning, in other classrooms, through “showcasing” work, is also important; allowing children to see what is happening in History, in younger and older year groups.

### **Cross Curricular Links**

Cross-curricular work offers a creative way to develop children's knowledge, skills and understanding while motivating them to learn through stimulating, interconnected topics. A study which crosses subject boundaries allows for investigations that engage children's imagination. As History is above all the study of the human condition, it provides us with endless opportunities for fostering children's personal development. In all cross-curricular topics, History provides an ideal context for extending children's literacy, in speaking and listening, reading and writing. Cross Curricular links are mapped out and are clearly shown on each curriculum document.

### **Inclusion – Curriculum for all**

At Tilery Primary School we promote high expectations to all children. To make History lessons inclusive, teachers anticipate what adaptations they need to make for pupils with SEND or for those who are working at greater depth.

#### **SEND**

Except in exceptional circumstances, where a child has an EHCP and cannot access the History unit of work, expectations are that all children will achieve the same end points. Those children who cannot access the History unit of work will have work that has been adapted to their particular needs. Occasionally, pupils with SEN and/or disabilities will have to work on different activities, or towards different objectives, from their peers.

#### **Mastery**

Children working at greater depth will have mastered the learning objective expected for their age and will therefore be able to delve deeper into the concept in more detail. Their achievement will now focus on the depth of understanding of the areas taught and the ability to apply this understanding in a variety of contexts. It is not accessing the next year's curriculum. We use the phrase, 'Teach less, learn more'. It is not simply knowing the answer and memorising facts. Children, working at greater depth will have the opportunity to articulate their learning by explaining how they solved a question or prove how they discovered the information. They will also make links between their knowledge across the curriculum and will apply them to everyday life. For pupils to gain an in-depth knowledge of a concept, teachers will provide them with a range of different styles of questions and scenarios. This not only exposes them to variation, but it also captures their intellectual curiosity and leads to positive attitudes to life-long learning.

#### **Equal Opportunities**

We believe that all children irrespective of background, race, gender and capability should have equal access to the curriculum as stated in each curriculum policy. The school makes every effort to respect and reflect pupils' religious beliefs and take community views into account when teaching History.

#### **SEN**

At Tilery Primary we recognise the need to cater for children with special educational needs. Work is differentiated to assist in children's learning in terms of:

- learning outcomes
- tasks
- teaching methods
- resources
- outcome

Tasks can be broken down into small steps, giving children achievable goals. Vocabulary can be pre-taught, word banks and visual cues can be provided. Activities should reinforce children's understanding of the subject and their basic literacy or numeracy skills should not be a barrier.

## **How the curriculum prepares children for next stage of education**

The key knowledge, skills and vocabulary that children acquire and develop throughout each unit of work has been carefully mapped to ensure progression between the year groups throughout the school. This results in the children acquiring the level of skills they need to succeed within the next stage of their education.

## **How We will Deliver It**

### **Investment in Staff /CPD, Secure Subject Knowledge**

Staff are encouraged to inform the Subject Leader if there are any areas that they are required to teach that they are not sure about. The subject leader will also carry out lesson observations and look at books. It is the responsibility of the Subject Leader to support staff and ensure that they have the knowledge and skills required to implement the curriculum. CPD will take many forms including Staff Meetings, discussions, pointing a colleague in the direction of a useful website, team teaching, formal courses. All CPD will be recorded with the impact it has had.

### **The Learning Environment**

All classrooms have a History working wall which displays both work to support learning and work to celebrate what has been learned. We also have carefully chosen vocabulary, which is displayed as it is taught. Timelines are used and displayed to allow children to explore not only the events of History in chronological order but also make connections.

## **Summary of Expectations**

### **Foundation Stage**

We teach History in Foundation Stage as an integral part of the Understanding the World concepts covered during the year. As outlined in the EYFS Framework of 2021, the specific area of Understanding the World includes three ELG's. To meet the ELG of 'Past and Present', children will develop an understanding of the past and present by talking about their lives and the lives of people around them as well as exploring some similarities and differences in the past and present. This understanding will be developed through experiences, discussion, play and stories.

### **Key Stage One and Two**

History is implemented through the use of discrete History lessons that are often supported by cross-curricular activities. By teaching History discretely, the children are more confident in understanding what constitutes a History lesson, remaining focused on developing their acquisition of skills in History.

During Key Stage 1, children learn about people's lives and lifestyles. They learn how the past is different from the present. They find out about significant people and events from the recent and more distant past locally, in Britain and the wider world. They listen and respond to stories and use a range of different sources of information to help them ask and answer questions. They use common words and phrases related to the passing of time.

During Key Stage 2 children continue to develop a chronologically secure knowledge and understanding of British, local and world History. They learn about change and continuity in their own area, in Britain and in other parts of the world. They look at History in a variety of ways, for example from political, economic, technological and scientific, social, religious and cultural perspectives. They use different sources of information to help them investigate the past, using dates and historical vocabulary to describe events, people and developments. They also learn that the past can be represented and interpreted in different ways.

### **Quality of Teaching & Learning Strategies**

High-quality teaching takes place at Tilery Primary School. We provide a broad and challenging curriculum where **high expectations** are set for all. Our approach encourages curious and inquisitive historians.

Key Historical concepts of Monarchy, Voyage, Trade, Ancestors, Empire and Hierarchy of Power are built upon sequentially through the teaching of chronology, knowledge and understanding, historical context, historical enquiry and organisation and communication. These concepts are discussed at the beginning of a unit also explaining when they were last taught to enable children to understand their History learning journey.

Retrieval Practice follows - recapping learning from the previous year (at the beginning of a unit) and previous lessons within the unit.

Carefully chosen vocabulary, which progresses across the year groups, is taught in each unit. This is displayed as it is taught and modelled by teachers in every lesson.

During lessons teachers use a range of approaches and techniques to teach History. These approaches include using questions and questioning (open, closed, key questions and build in opportunities for children to ask their own questions), speaking & listening activities, drama and role play, storytelling, using objects and visual images, reading books or documents and chronological activities (sequencing pictures or objects, creating timelines).

Different teaching strategies will take place during lessons: think, pair, share, teacher-directed, pupil-directed, whole class, group work, individual work text centred, discussion based or resource based.

Children may present their work in a variety of ways through discussion, record in books in a range of different ways or complete a quiz.

We support learning with a wide range of historical trips to inspire our children and widen their cultural experiences.

### **Resources**

There are a wide range of resources to support the teaching of History throughout school, including both practical resources in the form of topic boxes and access to online websites such as The Historical Association, BBC Teach, Twinkl, Espresso and Spark Tees Valley. Local museums such as Preston Hall Museum also provide further resources to support the teaching of topics. The children have the opportunity to take part in workshops provided by the University of Durham learning team who also provide resources to support topics.

### **Formative & Summative Assessment**

Assessment is in line with the school's assessment policy. Teachers are expected to assess at the end of every term against the end points outlined on the History curriculum map for each year group, alongside the key concepts.

Through the high-quality teaching of History taking place at Tilery, acquisition of knowledge will be measured in a variety of ways: teacher observations, questioning during lesson time; class and group discussions, answers on whiteboards, marking children's work; self and peer assessments and quizzes, interviewing pupils across the school about their learning, book looks and the use of images/videos of children's practical learning.

Formative assessments are used during the lesson to inform the teacher's decision-making process; notifying them when pupils are ready to take the next steps while also providing the flexibility for teachers to respond to the needs of the individual.

Summative assessments are used to assess the students learning at the end of a unit against the end points. Examples of summative assessments are tests, final projects and presentations.

### Evidence of Attainment & Progress

Evidence of attainment and progress will be found in photographs, books and displays, through discussions with both children and staff.

## **The Difference it Will Make**

Class teachers will measure the impact of their teaching through formative and summative assessments against the end points and key concepts taught. Pupil voice will show that children are confident and able to talk about what they have learnt in History using subject specific vocabulary. Pupil voice will also demonstrate that pupils enjoy History and are able to recall their learning over time. Children's work will demonstrate that History is taught at an age appropriate standard across each year group. Work will be of good quality and demonstrate pupils are acquiring knowledge, skills and vocabulary in an appropriate sequence. The success of our History curriculum is that it allows our children to acquire the appropriate knowledge and skills, inspiring them to succeed in the next stage of their education and aspire to potential careers.

### Monitoring & Evaluation of Standards - Purpose of Data

Subject leaders will monitor and evaluate the standards in their subjects following the school's monitoring programme. This will include: lesson observations, book looks and listening and recording pupil voice. This will provide the subject leader with the evidence to self-evaluate and make judgements about the quality of the teaching and learning. It will allow the subject leader to identify strengths and areas to improve. This will inform targets on the action plan. The purpose of gathering data is to improve standards, progress and achievement and will provide teachers with aspects to improve their teaching and children's learning.

### Reporting (governors & parents)

The subject leader will report annually to the Governing Body. This report will include: achievements, CPD, quality of teaching and learning, strengths, areas to improve, ways forwards and data. Parents will also receive annual information telling them where their children are working in relation to their age.

## **Curriculum Enrichment**

### Learning outside the classroom, Experiences & opportunities, Capital Culture

We believe all children have the right to a full breadth of experiences. Our curriculum is designed to instil high aspirations in all of our children and to encourage them to become resilient, life-long learners who embrace challenges and continue to grow and develop their cultural capital. We believe that exposure, not only to culture but also to situations in which the children might not have previous experiences of, is of paramount importance to their ongoing successes.

Gradually widening children's experiences as they progress through school is an important step in providing rich and engaging learning across the curriculum. We plan carefully for children to have these experiences from EYFS and beyond. As part of our History Curriculum we include planned trips to Preston Park Museum, Head of Steam, Souter Lighthouse, Cleveland Ironstone Mining Museum, Hancock Museum, Jorvik Centre and DIG, Beamish, Heugh Gun Battery, Saltburn, Raby Castle, Captain Cook Museum and Monument, Arbeia Roman Fort, Eden Camp, Castle Museum York, Chocolate Story – York and taking part in workshops delivered by specialists such as Durham Learning Team.

As part of Inspiration for Aspiration, visitors are invited into school to talk to the children about their jobs and other jobs the children could aspire to have. Teachers also regularly talk to the children about their aspirations and make links through their History lessons showing videos using resources such as those available through Spark Tees Valley.

## **Roles and Responsibilities**

### **The Governing Body**

The Governing Body will monitor the effectiveness of this policy and hold the Headteacher to account for its implementation.

The Governing Body will also ensure that:

- Enough teaching time is provided for pupils to cover the National Curriculum and other statutory requirements;
- Proper provision is made for pupils with different abilities and needs, including children with special educational needs (SEN);
- The school implements the relevant statutory assessment arrangements;
- It participates actively in decision-making about the breadth and balance of the curriculum.

### **Headteacher**

The Headteacher has overall responsibility for the leadership and management of the school. As the leading professional, the Headteacher is responsible for ensuring that this policy is adhered to, and that:

- All required elements of the curriculum, and those subjects which the school chooses to offer, have aims and objectives which reflect the aims of the school and indicate how the needs of individual pupils will be met;
- The amount of time provided for teaching the required elements of the curriculum is adequate and is reviewed by the Governing Body;
- The school's procedures for assessment meet all legal requirements;
- The Governing Body is fully involved in decision-making processes that relate to the breadth and balance of the curriculum;
- Proper provision is in place for pupils with different abilities and needs, including children with SEN.

### **Role of the Subject Leader**

The role of a subject leader is to provide professional leadership and management for a subject to secure high quality teaching, effective use of resources and improved standards of learning and achievement for all pupils.

The subject leader ensures that the policy is adhered to and will:

- provide leadership and direction for the subject and ensure that it is managed and organised to meet the aims and objectives of the school and the subject;
- have responsibility for securing high standards of teaching and learning in their subject as well as playing a major role in the development of school policy and practice;
- ensure that practices improve the quality of education provided, meet the needs and aspirations of all pupils, and raise standards of achievement;
- play a key role in supporting, guiding and motivating teachers;

- evaluate the effectiveness of teaching and learning, the subject curriculum and progress towards targets for pupils and staff, to inform future priorities and targets for the subject;
- produce an annual action plan which will be part of a School Development Plan.

It is important that a subject leader has an understanding of how their subject contributes to school priorities and to the overall education and achievement of all pupils.

### **Role of the Class Teacher**

Classroom staff will ensure that the school curriculum is implemented in accordance with this policy.