

Oak Meadow Primary School

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Policy: History

From tiny acorns mighty oaks grow.

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Curriculum Statement - History

Intent

At Oak Meadow, we aim for a high quality history curriculum which inspires in pupils a curiosity and fascination to find out more about Britain's past and that of the wider world. Our teaching equips pupils with a coherent knowledge and understanding of Britain's past and that of the wider world. Children will understand about ancient civilisations and empires; changes in living memory and beyond living memory; learn about the lives of significant people from the past and significant events in the past. Children will understand the methods of historical enquiry and be able to ask and answer questions. We want children to enjoy and love learning about history by gaining knowledge and skills not just through experiences in the classroom but also through educational visits.

Implementation

In ensuring high standards of teaching and learning in history, we implement a curriculum that is progressive throughout the whole school. History is taught as part of a termly topic, focusing on knowledge and skills as stated in the National Curriculum. By the end of year 6, children will have a chronological understanding of British history from the Stone Age to the present day. Interlinked with this are studies of world history, such as the ancient civilisations of Greece and the Mayans. Trips and visiting experts will also enhance the history curriculum.

Impact

Children at Oak Meadow are equipped with historical skills and knowledge that will enable them to be ready for the curriculum at Key Stage 3 and for life as an adult in the wider world. Outcomes in topic workbooks and floor books evidence a broad and balanced history curriculum and demonstrate the children's acquisition of identified key knowledge. At the end of each year, children will have achieved the age-related expectation bands that are based on the 2014 National Curriculum statements for history. Children will have also thoroughly enjoyed learning about history.

Skills Progression

Teachers have identified the key knowledge and skills for each blocked topic and consideration has been given to ensure progression across topics throughout each year group across the school. See Appendix 1 for KS1 and KS2 History Skills Progression.

Assessment

Assessment for learning is continuous throughout the planning, teaching and learning cycle. Assessment is supported by use of the following strategies:

- Observing children at work, individually, in pairs, in a group and in class during whole class teaching.
- Using differentiated, open-ended questions that require children to explain their understanding.
- Providing effective feedback, including interactive marking through green pen questions where appropriate, to engage children with their learning and to provide opportunities for self-assessment, consolidation and depth of understanding.

- Book moderation and monitoring of outcomes of work, to evaluate the range and balance of work and to ensure that tasks meet the needs of different learners, with the acquisition of the pre-identified key knowledge of each topic being evidenced through the outcomes.
- Use of specific and measurable Learning Objectives for each lesson which are reviewed against the agreed success criteria.
- At the end of each topic, the acquisition of skills are evidenced by the class teacher on a foundation subject tracker. Each child's attainment and progress in history is formally reported to parents at the end of the year in the end of year report.

Early Years

Early Years explore history themes and content through the Understanding of the World strand of the EYFS curriculum. As children learn about the world around them they find out about the past through talking to parents, grandparents and friends and they develop an interest in their own story as well as stories in their family – this is the beginning of developing an understanding of the past and helps children to learn how other people are different from them. They are assessed according to the Development Matters Attainment targets.

Cross – Curricular Links

History is a subject that touches on many other areas taught in schools, from Mathematics to Art. For example, a link may be made to compliment both history and maths lessons to teach about time lines. Cross-curricular outcomes are also identified prior to teaching.

SMSC Development

Spiritual education in history gives students the opportunity to explore values and beliefs and consider the way in which they affect peoples' lives. We encourage children to relate their learning to a wider frame of reference, for example: asking 'why?' 'how?' and 'where?' as well as 'what?'. **Moral** education in history provides opportunities for children to recognise the moral implications of the actions of historical figures and to reflect on issues such as wars, conquests and invasions etc. **Social** education in history involves the study of real people in different societies in the past. Through looking at their own history and others in the world, childrens' sense of identity and community can be strengthened. **Cultural** education involves the study of real people in real places in the past. It provides opportunities for multi-cultural education through recognising similarities and differences. Through their growing knowledge and understanding of history, children gain an appreciation of people's lives in different societies, helping to develop a sense of other cultures.

Diversity

Through history, children will begin to understand 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. They may think about political, spiritual, moral, social and cultural issues from the past.

Planning and Resources

History resources are stored centrally in the Humanities Resource Area and are organised into topic themes, which are clearly labelled. The library contains an extensive supply of history topic books to support children's individual research. Children can also use ICT resources to support their learning. In addition to this, class teachers may develop displays where artefacts, images and produced work can be displayed. Planning is achieved collaboratively with parallel-class teachers and plans are saved electronically. Teachers identify the key knowledge and vocabulary that is to be taught, as well as the skills that are

to be developed across each topic. These are outlined on each topic medium term plan, which makes explicit links to the National Curriculum 2014.

Subject Essentials

During the year, children will have completed all objectives linked to their history topic. Work will be differentiated to ensure support and challenge for all pupils. All lessons will be evidenced in books which may include a variety of recording methods such as written work in exercise and floor books, QR codes, photographs etc. All work will be marked and children will be expected to have spelt key historical vocabulary accurately. The work produced in all foundation subjects will be expected to be of the same quality as that presented in core curriculum lessons.

Role of the Subject Leader

The subject leader's responsibilities are:

- To ensure a high profile of the subject.
- To ensure a full range of relevant and effective resources are available to enhance and support learning.
- To model the teaching of history.
- To ensure progression of the key knowledge and skills identified within each unit and to ensure that these are secure at the end of each age phase.
- To monitor books and ensure that key knowledge is evidenced in outcomes.
- To monitor planning and oversee the teaching of history.
- To lead further improvement in and development of the subject as informed by effective subject overview.
- To ensure that the history curriculum has a positive effect on all pupils, including those who are disadvantaged or have low attainment.
- To ensure that approaches are informed by and in line with current identified good practice and pedagogy.

Equal Opportunities

At Oak Meadow, we are committed to providing a teaching environment which ensures all children are provided with the same learning opportunities regardless of social class, gender, culture, race, special educational need or disability. Teachers use a range of strategies to ensure inclusion. Support for specific individuals is well considered and planned for, with consideration given to how greater depth and further challenge can be implemented.

Inclusion

All pupils are entitled to access the history curriculum at a level appropriate to their needs. To ensure inclusion, teachers use a range of strategies. Independent tasks, as well as teaching, are also well adapted to ensure full accessibility, as well as to provide appropriate support and challenge to different groups of learners. The school makes full use of additional adults who are deployed effectively to ensure that identified children are able to make progress in each curriculum area, according to their full potential. Opportunities for enrichment are also fully utilised, to ensure a fully inclusive and engaging history curriculum.

Role of the Governors

Governors are responsible for ensuring the effective delivery of history. The subject leader will ensure that the Governing Body is kept up to date with any actions and initiatives which are relevant to the subject. Regular reviews of action plans are sent to the governors each year and the governors meet with subject leads and provide link governor reports to the

governing body annually.

Health and Safety

The curriculum will be delivered in a safe and healthy manner and every effort will be taken to identify risks associated with a curriculum subject/activity (such as trips) and the appropriate control measures will be implemented. Pupils will be educated about health and safety issues as and when the opportunity arises throughout the course of normal teaching. Risk assessments will be submitted for all educational off site visits via the Evolve system at least 5 days prior to the visit taking place.