



Elmridge Primary School

BRIGHT FUTURES EDUCATIONAL TRUST

History POLICY

Policy Version			
Date	Document Version	Document Revision History	Document Author/Reviser
May 2020	1	A new policy to reflect schools' vision	Lauren Mills

This policy will be reviewed every 12 months in light of local and Government legislation.

School Mission and Aims

“Empowering children to shape the world of tomorrow”

Elmridge strives to ensure that all its pupils meet their full academic, social, emotional and physical potential through building solid foundations during this first chapter of their lifelong learning journey.

Our goal is to develop confident, understanding, global citizens with a love of learning and respect for each other and the world around them.

Elmridge Curriculum Aims

- Enable pupils to build essential knowledge and skills within each subject and provide opportunities for them to use and apply what they have learnt across other subjects
- Develop pupils' confidence, leadership, resilience and enjoyment of learning through inspiring learning experiences
- Support and encourage pupils to establish good routines to help them maintain good physical and mental health now and into the future.
- Develop pupils' awareness of current national and global issues and understand their locality in the context of the wider world
- Develop pupils' moral values and spiritual awareness
- Develop pupils' understand of the relevance of their learning, how their learning could be built upon in the next stages of their education and awareness of careers where their knowledge and skills could be applied

History

At Elmridge, we want our students to leave us with an awareness of what has happened to shape the world we live in today. The children will be encouraged to ask questions of events and individuals, good and bad, to support their understanding of the impact on Britain and the wider world. Children will develop their chronology skills to understand when a particular period began and ended or when an event occurred. Teaching of history will equip the children with the confidence and knowledge to think critically, evaluate evidence, make links between events and periods and to ask questions. Children will be supported to understand our complex history but appreciate the changes, diversity and relationships across time.

Curriculum Intent

- To develop an interest in the past that enables them to enjoy the different areas of learning.
- To enable children to learn about significant events worldwide that may have influenced Britain but also how Britain has influenced the wider world.
- To develop a sense of chronology and understand how they fit into history.
- To begin learning about ancient civilisations and non-European societies and their impact upon the world since.
- To learn how something has changed over time and why.
- To develop the children's historical skills of enquiry, evaluation, analysis and investigation.
- To begin to make connections across events and time periods, thinking about continuity, change and causation.
- To continue building up historical vocabulary and using words independently.
- To look at how history has shaped our local area.

Early Years

History in EYFS is discussed and taught during theme work. If the children are looking at the theme of dinosaurs, they will be introduced to the concept of something living many years before them, explore correct vocabulary (past, before etc.) Children learn about key celebrations/festivals in a range of different religions so may be taught why this festival happens (if age appropriate) and the changes through the years. Using a continual change of seasons, children will explore what changes over time and how, they will also learn what stays the same. Whilst this is a relatively recent event, it includes the use of vital language associated with the past, change and continuity.

Key Stage 1

During Key Stage 1, children will be learning about events that extend beyond their memory but that they may be able to discuss with older family members. This allows to children to begin to develop their understanding of events that have shaped our world and their family. They also become aware of significant events and people that have also had a positive or negative impact upon our lives and the lives of others. Children in Year 2 will look at how the building of Manchester Airport changed our local area and begin to explore how one area, communication

has changed over time. These topics will support the children to develop their chronological understanding, build historical knowledge, encourage them to question and begin to compare events.

Key Stage 2

During Key Stage 2, children will continue to develop their ability to place events on a timeline and consider the chronology of events and individuals. Year 3 begin their learning starting from the Stone Age, further developing the children's chronological understanding, Year 6 finish their learning with World War II. There are two units that look at how a particular theme has changed over time, Railways and Crime and Punishment. This encourages the children to explore change and continuity but also why things were changed or kept the same. A local history unit teaches the children about Styal Mill and the Greg family, this has cross-curricular links with Geography. All these units taught in Key Stage 2 will build upon previous learning, scaffold and challenge the children. Our aim is to improve not only the children's knowledge, but also their enquiry skills so that they gain a deeper understanding of people and societies previously and currently.

Curriculum Implementation

Teaching and Learning

We use a variety of teaching and learning styles in order to develop children's knowledge, skills and understanding. Children will be taught as a whole class or in smaller groups. Tasks will be completed independently or in small groups. During the lesson, children will be encouraged to question, analyse and critically examine key aspects of history. They will be supported to make comparisons and identify key differences across time periods. Children will begin each unit using a timeline to ensure their chronological understanding is continually being visited to ensure consolidation.

Long Term Planning

- details what is to be taught over the year
- provides teaching guidelines and overall objectives for each year group for the whole year

Medium Term Planning

- organises the subject into termly or half-termly sections
- is more detailed and the objectives are more specific in nature

- is developed by the teachers, who respond to the needs of their pupils
- ensures a balanced distribution of work is undertaken across each term

Inclusion

Elmridge Primary school is an educationally inclusive school as we are concerned about the teaching and learning, achievements, attitudes and well-being of all our pupils. We aim to provide places for all pupils who express a preference to join this school. We work hard to offer equality of opportunity and diversity to all groups of pupils within school such as children:

- from both sexes;
- who have Special Educational Needs;
- who are looked after;
- from minority faiths, ethnicities, travelers, asylum seekers, refugees;
- who are gifted and talented;
- who are at risk of disaffection;
- who are young carers;
- who are sick;
- who have behavioural, emotional and social needs;
- from families who are under stress

We believe we have a duty to ensure that all children have equal rights to the opportunities offered by education and that all children will be encouraged to fulfil their potential in their academic, physical and creative achievements. We want to give all children the right to access high quality educational experiences, to take part in a broad and balanced curriculum and to be part of the social life of the school.

We recognise that within the school we have more-able, gifted and talented children. We believe that:

- more-able children demonstrate a higher ability than average for the class and often require differentiated tasks and opportunities to learn through challenges;
- gifted children are those who have the ability to do well in more than one subject;
- talented children demonstrate an innate talent or skill in creative, cultural or sporting fields

We have an even greater obligation to plan and deliver well-structured lessons with appropriate assessment plus ambitious targets for pupils who have low levels of prior attainment or come from disadvantaged backgrounds.

Also, we have a duty to cater for pupils whose first language is not English by planning teaching opportunities to help them develop their English and to gain full access to the National Curriculum.

Differentiation

Differentiation is best defined as 'the process by which differences between learners are accommodated so that all students in a group have the best possible chance of learning.'
(Geoff Petty)

The main purpose of differentiation is to challenge and raise standards of learning by ensuring that curriculum objectives are accessible to all our children despite their backgrounds or abilities. We see differentiation as a form of integration and not exclusion.

Differentiation must reflect the learning objective and can be achieved in a variety of ways either by task, by support or by outcome and should be chosen by fitness for purpose.

At Elmridge Primary School we want children to achieve success, therefore we will ensure they are given differentiated tasks that are matched to their level of attainment so that they can demonstrate successfully what they know, understand and can do.

The main feature of effective differentiation is good planning resulting in effective teaching and learning with children making good progress. Also we expect to see in history sessions interested well motivated children responding to challenges, children working productively on task and being aware of their own progression.

SEND

At Elmridge Primary school we teach history to all children, whatever their ability. History forms part of the school curriculum policy to provide a broad and balanced education to all children. We enable pupils to have access to the full range of activities involved in learning about history.

Assessment and Recording

Teachers assess children's historical knowledge, understanding and skills through observations of the children during lessons and through the marking of children's books. As part of the Assessment for Learning progress – and in-line with Elmridge's Assessment Policy – students will receive both verbal and written feedback to yield effective progression. Children are also encouraged to be critical of their own work and respond to feedback questions in blue pen. Children also consider their own progress and have opportunity to evaluate their own and others work.

Curriculum Impact

Assessment and Recording

Termly assessment grids are completed by class teachers to show the children's attainment within History units and to inform future planning. Termly history assessments are monitored to ensure children are making good progress within history.

Monitoring

The history subject leader is responsible for monitoring the standard of the children's work and the quality of teaching in history. The history subject leader is also responsible for supporting colleagues in the teaching of history, for being informed about key dates in history, and for providing a strategic lead and direction for the subject in the school.

The History subject lead will use unit scrutiny, lesson observations and stakeholder questionnaires to ensure that historical knowledge and skills are covered effectively and progressively throughout school, ensuring that there is a clear link between objective, activity and outcome.

Issues identified from scrutiny are shared with staff during meetings and opportunities to share ideas and good practise to develop teachers' skills and confidence are planned for. They also inform annual subject development plans.

A termly meeting with link governor for History take place where developments, progress and plans for the subject can be shared and discussed.

The practical application of this policy will be reviewed annually or when the need arises by the coordinator, the Headteacher and the nominated governor.

Resources

The school has a full range of resources to support the teaching of this subject throughout all year groups. Resources are upgraded and replenished when the need arises. An annual stock take and audit is undertaken by the subject coordinator in the summer term in preparation for the next academic year.

Roles and Responsibility for the Policy

Role of the Governing Body

The Governing Body has:

- appointed a member of staff to be responsible for the curriculum leadership of History;
- delegated powers and responsibilities to the Headteacher to ensure all school personnel and stakeholders are aware of and comply with this policy;
- responsibility for ensuring compliance with the legal requirements of the National Curriculum;
- responsibility for ensuring that the school complies with all equalities legislation;
- nominated a designated Equalities governor to ensure that appropriate action will be taken to deal with all prejudice related incidents or incidents which are a breach of this policy;
- responsibility for ensuring funding is in place to support this policy;
- responsibility for ensuring this policy and all linked policies are maintained and updated regularly;
- responsibility for ensuring all policies are made available to parents;
- the responsibility of involving the School Council in the development, approval, implementation and review of this policy;
- nominated a link governor to visit the school regularly, to liaise with the Headteacher and the coordinator and to report back to the Governing Body;
- responsibility for the effective implementation, monitoring and evaluation of this policy

Role of the Headteacher and Senior Leadership Team

The Headteacher and the Senior Leadership Team will:

- ensure all school personnel are aware of and comply with this policy;
- work closely with the subject leader and the link governor;
- ensure compliance with the legal requirements of the National Curriculum;
- consider disapplying a pupil from all or part of the National Curriculum for a period of time if this will benefit the child;
- encourage parents to take an active role in curriculum development;
- provide leadership and vision in respect of equality;
- provide guidance, support and training to all staff;
- monitor the effectiveness of this policy by;
 - observing teaching and learning
 - planning scrutinies and work trawls
 - discussions with pupils and members of the school council
- annually report to the Governing Body on the success and development of this policy

Role of the Subject Leader

The Subject Leader will:

- lead the development of this policy throughout the school;
- work closely with the Headteacher, the nominated governor and SENCO;
- be accountable for standards in this subject area;
- monitor standards by;
 - auditing the subject area
 - review of the scheme of work
 - monitoring teachers planning
 - lesson observations
 - scrutinising children's work
 - discussions with pupils
- ensure continuity and progression throughout the school;
- devise a subject improvement plan;
- provide guidance and support to all staff;
- provide training for all staff on induction and when the need arises regarding;
- attend appropriate and relevant INSET;
- keep up to date with new developments;
- undertake an annual audit and stock take of resources;
- purchase new resources when required and in preparation for the new academic year;
- manage the subject budget effectively;
- undertake risk assessments when required;
- review and monitor;
- annually report to the Governing Body on the success and development of this policy

Role of the Nominated Governor

The Nominated Governor will:

- work closely with the Headteacher and the subject leader;
- ensure this policy and other linked policies are up to date;
- ensure that everyone connected with the school is aware of this policy;
- attend training related to this policy;
- report to the Governing Body every term;
- annually report to the Governing Body on the success and development of this policy

Role of Teachers

Teachers will:

- comply with all aspects of this policy;
- work closely with the subject leader to develop this policy;
- devise medium and short term planning;
- develop mathematical fluency, numeracy and mathematical understanding in all subjects;
- develop pupils' spoken language, reading, writing and vocabulary in all subjects;
- plan and deliver good to outstanding lessons;
- plan differentiated lessons which are interactive, engaging, of a good pace and have a three part structure;
- have high expectations for all children and will provide work that will extend them;
- assess, record and report on the development, progress and attainment of pupils;
- achieve high standards;
- celebrate the success of pupils in lessons
- implement the school's equalities policy and schemes;
- report and deal with all incidents of discrimination;
- attend appropriate training sessions on equality;
- report any concerns they have on any aspect of the school community

Role of Pupils

Pupils will:

- be aware of and comply with this policy;
- be encouraged to work in partnership with the school by making decisions and exercising choice in relation to their educational programme;
- listen carefully to all instructions given by the teacher;
- ask for further help if they do not understand;
- participate fully in all lessons;
- participate in discussions concerning progress and attainment;
- treat others, their work and equipment with respect;
- support the school Code of Conduct and guidance necessary to ensure the smooth running of the school;
- liaise with the school council;
- take part in questionnaires and surveys

Signed: _____

Date: _____

Review date: _____