



History Policy Statement

INTRODUCTION

Our curriculum has been organised and established in consultation with the subject leader and staff. It is continually developed through evaluation with and feedback from teaching and support staff.

History is a subject within the National Curriculum 2014. This policy outlines the guiding principles by which this school will implement History in relation to the teaching and learning of the National Curriculum 2014. It sets out a framework within which all staff can co-operate and gives guidance on planning, teaching and assessment. This document is intended for all teaching staff with classroom responsibilities. It is also intended for Governors, parents, inspection teams, Local Authority Advisory/Improvement Officers and copies are available upon request from the school office and on the school's website.

It is the role of the Headteacher and History Subject Leader to ensure that the policy is successfully implemented.

INTENT

At Avondale, we are passionate about teaching and learning. We are committed to providing a broad, balanced, progressive and aspirational curriculum. Most importantly our curriculum is personalised to meet the needs of all Avondale children from Reception to Year 6. At the heart of our curriculum is "The Avondale Adventure". These values are embedded throughout all our teaching and learning to promote high expectations of behaviour and achievement. They reflect the needs of our children and a shared commitment to equip our children with the essential skills for lifelong learning. We understand that a child's potential for learning is limitless and it is our responsibility as educators to unlock this potential. In order to do so, we

- ensure that reading and language is at the heart of the history curriculum
- provide a safe, secure and caring environment where engaging learning experiences encourage creative, lively and enquiring minds.
- make history learning fun, varied and challenging.
- recognise the achievements of everyone within the school community and foster a belief in their ability to succeed; we want the children to be proud of their achievements.
- build up children's confidence and motivation to learn through the use of a range of learning and teaching styles.
- embed key skills in order to prepare children for real-life and everyday situations.
- provide opportunities to apply knowledge and learning in practical ways.
- provide enrichment opportunities where learning and teaching can take place beyond the classroom.
- develop social skills and encourage children to become more educated citizens within the school community and in a diverse, developmental and ever-changing world.

We believe that a high-quality history education will help pupils gain a substantial knowledge and a coherent chronological understanding of Britain's past and that of the wider world. It should inspire pupils' curiosity to know more about the past. Teaching should equip pupils to ask historically valid questions, think critically, weigh evidence, sift arguments and develop perspective and judgement. History helps pupils to understand the complexity of people's lives, 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. At Avondale Primary School, we believe that pupils should relish learning about local history and how it has affected places and people linked to their own lives. It can help them to gain an understanding of their own cultural roots and shared inheritance. We have carefully designed our curriculum to maximise opportunities for pupils to learn about history within their own locality, thus developing an understanding of their own heritage and pride in their cultural roots and shared inheritance.

Children will:

- Draw comparisons and make connections between the present and the past in Darwen, and the towns and cities beyond, and then the wider world.
- Develop an excellent knowledge and understanding of people, events and contexts from a range of chronological historical periods, significant historical periods in British history, local history relevant to Darwen and the surrounding area and of historical concepts and processes.
- Be given the opportunity to think critically about history and communicate ideas confidently in styles appropriate to a range of audiences.
- Create their own structured accounts, including writing narratives and explanations.
- Develop the ability to consistently support, evaluate and challenge their own and other's views using detailed, appropriate and accurate historical evidence derived from a range of sources.
- Record and present their findings in a range of different ways.
- Gain 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.
- Develop a respect for historical evidence and the ability to make robust and critical use of it to support their explanations and judgements
- Develop a desire to embrace challenging activities, including opportunities to undertake high quality research across a range of history topics.

Our History Curriculum and our Local Heritage

Through history the children learn a range of skills, concepts, attitudes and methods of working. We believe that children should have the opportunity in history to investigate and interpret the past, understand chronology, build an overview of local and world history and communicate these changes effectively. We have created strong links with groups and individuals within the local community such as the Darwen Heritage Centre, and the Friends of Sunnyside Woods Association, who support us in providing engaging historical learning opportunities across the school. We are fortunate to be able to take advantage of a wealth of history – rich places to visit on our doorstep including Darwen Tower, Blackburn and Bolton Museum, Ribchester Roman Museum and Turton Tower. Through local visits and studies, visitors and links with the local History groups, we are able to provide practical, engaging and investigative learning opportunities for all age groups whilst developing in our pupils an understanding of the History which has shaped the present day as they know it.

IMPLEMENTATION

Our scheme of work is structured by the national curriculum programmes of study for history. Each history unit is planned around enquiry questions which ensure key knowledge and skills are taught. This will be done through exciting and challenging learning experiences for the children. Skills, concepts and attitudes that the children should develop will be built upon each year, helping to deepen children's understanding and knowledge. There are built in opportunities within the planned curriculum for pupils to revisit prior learning by comparing and contrasting periods and civilisations studied, thus making knowledge sticky.

The curriculum of each year group is enriched through a variety of experiences and cross-curricular links, in particular English and Reading, Geography, Computing, Art and Design and Design Technology. We plan creatively in order to allow the children to present their learning in different ways.

RECEPTION

History in the EYFS curriculum comes under the Educational Programme - 'Understanding the World'. Our Reception curriculum supports children in developing the knowledge, skills and understanding that helps them to develop an understanding of past and present. The pupils are encouraged to develop their understanding of chronology, talk about the lives of people around them and their roles in the community, know some similarities and differences between the past and present, and develop an understanding of the past through stories. They gain this knowledge through -

- Photographs
- Listening to the memories of older people
- Reading and sharing stories about the past
- Role play activities
- Discussing events in the past and their own personal lives
- Sequencing events to gain a sense of chronology

KEY STAGE 1

During Key Stage 1, pupils learn about people's lives and lifestyles. They find out about significant men, women, children and events from the recent and more distant past in Britain and the wider world. They listen, and respond to stories and use sources of information to help them ask and answer questions. They learn how the past is different from the present.

KEY STAGE 2

During Key Stage 2 pupils learn about significant people, events and places from both recent and more distant past. 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, cultural or aesthetic perspectives. They use different sources of information to help them investigate the past both in depth and in overview, 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.

In both Key Stage 1 and Key Stage 2, history forms part of our creative curriculum, some topics have a main subject driver such as history. Planning topics through the creative curriculum ensures links to different curriculum areas and opportunities to consolidate learning in different ways. History may be recorded through, for example, art, literacy or design technology. The history curriculum map shows when the various topics are studied within the year. When a history unit of work is being taught, at least two hours per week will be devoted to it.

Work is matched to children's individual needs and level of achievement, in order that progress will be made whatever the child's capabilities are.

We are committed to developing a deeper love and understanding of our local history through the delivery of a KS2 History Club to be co-ordinated by the subject leader. This will include local visits to places of historical interest such as the Darwen Heritage Centre and Darwen Cemetery as well as trips further afield to the Imperial War Museum in Manchester.

Teaching and Learning

The school uses a variety of teaching and learning styles in history lessons. Our principal aim is to develop the children's knowledge, skills and understanding in an exciting and challenging way. We believe in whole-class teaching and also small challenge group activities, combined with enquiry-based research activities.

We believe children learn best when:

- They have access to, and are able to handle artefacts. This will be resourced from a variety of sources and will also make use of staff's personal resources as well.
- They go on visits to museums and places of interest especially linked to their local environment such as Darwen Heritage Centre, Darwen Cemetery, Sunnyhurst Woods and Darwen Tower.
- They have access to secondary sources such as books and photographs and 'real' people, visitors talk about personal experiences of the past and especially those that are linked to the local area.
- They have a chance to meet local historians and use their Oracy activities to interview them.
- They listen to and interact with stories from the past.
- They undertake fieldwork by interviewing family and older friends about changes in their own and other people's lives.
- They use drama and dance to act out historical events.
- They are shown, or use independently, resources from the internet, CD's and DVD's.
- They are provided with opportunities to work independently or collaboratively, to ask as well as answer historical questions.
- They are provided with opportunities to use technology to research their topics.
- They are able to record and present their work in different ways and to a range of audiences.

Cross Curricular links in History

Literacy - History contributes significantly to the teaching of Literacy in our school by actively promoting the skills of reading, writing, speaking and listening. Some of the texts that are used in Literacy lessons are historical in nature. Children develop their Oracy skills through discussing historical questions or presenting their findings to the rest of the class. They develop their writing ability by composing reports and letters and recording and organising information. We will be providing opportunities for each year group to include Oracy activities in their

topics such as interviewing historical questions, performing historical poetry and taking part in class assemblies with a history theme.

Numeracy - History teaching contributes to the teaching of mathematics in a variety of ways. Children learn to use numbers when developing a sense of chronology through doing activities such as time-lines. Children learn to interpret information presented in graphical or diagrammatic form. Children learn basic numeracy skills such as years in decades, centuries and millennium and be able to link these to their numeracy lessons.

Computing - We use computing in history teaching where appropriate. Children use computing to enhance their skills in data handling and in presenting written work, and they research information using the Internet. Each teacher ensures it is used as a teaching tool where appropriate, and provides opportunities for children to also use it. Access to technology and software is crucial in developing children's ability to conduct research and analyse and compare historical sources. Improved ICT facilities within school such as Chrome books and iPads will help to develop these skills.

SMSC Development (British Values) - History contributes significantly to this as the subject matter lends itself to raising matters of citizenship and social welfare. For example, children study the impact that events have had within our country and the rest of the world. The nature of the subject means that children have the opportunity to take part in debates and discussions. History in Avondale promotes the concept of positive citizenship and respect through the global dimension of the subject.

SEN - All pupils, including those with SEND, are entitled to participate in activities as prescribed by the national curriculum. Certain provision may need to be made in terms of:

- pre-teach vocabulary before a topic starts,
- vocabulary displayed on working walls to support learning,
- extended time to develop knowledge and understanding,
- differentiated activities,
- teacher/TA support,
- adapted recording systems,
- further aids or adapted equipment to allow access to practical activities.

For pupils who are working below year group expectations their progress is tracked using the P scales for foundation subjects.

Equal Opportunities - It is the responsibility of all teachers to ensure that all pupils, irrespective of gender, ability and including gifted pupils, ethnicity and social circumstance, have access to the curriculum and make the greatest progress possible. Continuity and progression is facilitated by the structure and content of the Scheme of Work.

Inclusion - The school is committed to providing effective learning opportunities for all children. Our school aims to provide a history curriculum which meets the specific needs of individuals and groups of children. This includes the three essential principles of: -

- setting suitable learning challenges,
- responding to children's diverse learning needs,
- overcoming potential barriers to learning and assessment for individuals and groups of children.

Planning

Planning exists on three levels:

Long Term Planning – this is currently organised by the history lead. We follow and include all statutory requirements of the National Curriculum (Sept 2014) and this is clearly outlined in each academic year using a History Curriculum Map.

Medium Term Planning - this is organised by the history lead. They outline the key knowledge, enquiry questions and skills that must be taught over the period of a half term. Teachers deliver lessons from a set of planned, progressive objectives that have been designed to build on children's skills as they move through school. Therefore, National Curriculum objective, knowledge and skills coverage is ensured. The plans feature enquiry

questions and key knowledge that must be taught, along with suggested activities that teachers may adapt as they wish.

For each unit there is a knowledge organiser which highlight the key learning that we expect pupils to gain by the end of the unit.

Short Term Planning - Teachers use the Medium Terms Plans and edit these to reflect their children's abilities, interests, current events, their own teaching style, the use of any support staff and the resources available, making sure the enquiry questions, key knowledge and skills are taught.

Health & Safety

All out of school activities will comply with the guidelines in Avondale's Health and Safety Policy. A risk assessment form will be completed by staff prior to any history trips. This will identify any risks so that procedures can be put into place to minimise these.

Resources

History resources available in school include: the internet, reference books, textbooks, library loans, teacher prepared materials, pictures, photographs, resource packs and artefacts. In the library and class reading areas, there is a good supply of history topic books. Out of school trips (local and further afield) will provide additional resources for the children to experience.

IMPACT

Assessment, Record Keeping and Reporting

The focus of assessment should be on the progression of history knowledge and skills. Formative assessments will be an ongoing, informal part of every history lesson to check children's understanding and give feedback, which will help teachers to adjust day to day lesson plans. Any under-performance should be addressed as soon as possible and exceptional talent noted whilst also ensuring the children have appropriate challenge and extension activities. Marking and feedback is completed in line with Avondale's Marking and Feedback Policy.

At the end of each unit of work, the class teacher will make a summative judgement for each child against the end of unit knowledge, skills and objectives. Names are recorded on a tracker grid highlighting which pupils are:

- Below
- Within year group expectations
- Met / Secure
- Greater depth

At the end of the academic year, teachers make a summative judgement against the history objectives for their year group and this information is passed to the next class teacher and subject lead. The level that a pupil is working at in history will be reported to parents in the end of year report.

Monitoring of the standards of teaching and learning in history is the responsibility of the subject leader in consultation with the head teacher. planning, book scrutiny, pupil voice and lessons will be monitored as part of the Whole School Monitoring and Evaluation Policy on a rolling programme. The subject leader will also compile a portfolio of evidence showing a range of levelled work throughout the year. Key strengths from monitoring will be identified along with issues for development. Any additional actions to be taken are noted on the history action plan for that school year. Subject leaders meet termly with the whole school curriculum lead to report and discuss findings and feedback at staff meetings. The subject leader produces an Action Plan at the start of each year and an annual subject report for the SLT and Governors in the summer term.

THE ROLE OF THE SUBJECT LEADER

The subject leader for history is Keith Frankish.

It is the role of the subject leader to:

- take the lead in policy development and the production of schemes of work designed to ensure progression and continuity in geography throughout the school,
- support colleagues in their development of detailed work plans and implementation of the scheme of work,

- monitor progress and attainment in history,
- take responsibility for the purchase and organisation of central resources for history,
- keep up-to-date with developments in history education and disseminate relevant information to staff,
- produce an Action Plan at the start of each academic year,
- produce a report to governors at the end of each school year.

Their role is defined in detail in their subject leader job description and is linked to teacher appraisal.

GOVERNORS

The link governor for history is Iain Schofield. He has the responsibility of meeting with the subject lead to discuss data, development of the action plan and any other issues. The link governor will then provide a report to feedback to the Full Governing Body. In addition to this, the subject lead will write an end of year history report.

Background Documentation

This policy was informed by reference to National Curriculum documentation 2014.

Review

This policy will be reviewed by the Headteacher and all the staff every two years and amendments presented to the Governing Body.

Date of review: April 2024

Date of next review: April 2026