Mobberley Primary School

History Policy

**Intent**

Aims

Our History curriculum aims to give children an understanding of Britain’s past and that of the wider world, both within living memory and beyond. Our curriculum is designed to allow children to ask and answer questions, think critically and develop their own opinions. We aspire to give the children opportunities to identify similarities and differences between diverse time periods and to evaluate the impact these historical events have had on life today.

Objectives

Through high quality teaching, children will build their knowledge and skills year on year, focusing on the following Historical concepts:

* Ask and answer questions
* Think critically
* Develop perspective and judgement
* Analyse primary and secondary sources
* Similarities and differences
* Cause and effect
* Continuity and change
* Make connections
* Chronology – timelines and dates

The following content will be revisited every year to note similarities and differences to make connections:

* Social hierarchy, class systems, royalty and power
* Houses and homes
* Gender
* Culture, beliefs and religions
* Local history
* Transport

**Implementation**

Our History curriculum is taught in blocks throughout the year so that children can achieve depth in their learning. Children receive one discrete afternoon of History per week, building on from the previous week’s learning. Key skills and knowledge have been identified for each year group to ensure progression throughout the school. At the beginning of each History topic, children complete a pre-assessment task which informs the programme of study and ensures that lessons are relevant and take account of children’s different starting points. Lessons are practical, relevant and personalised to make it exciting and engaging for the children, starting with a ‘Wow Launch’ to capture their interests. The teaching overview follows four stages, starting with Engage and moving on to Develop and Innovate and ending with Express. Children are given opportunities to develop their critical thinking skills through open-ended questions and problem solving. All learning styles are catered for as teachers ensure they plan auditory, visual and kinaesthetic activities. Children develop their independence and confidence through individual activities and their co-operative skills during pair and group work. Consideration is given to how greater depth will be taught, learnt and demonstrated within each lesson, as well as how learners will be supported in line with the school’s commitment to inclusion.

Four stages of learning

***Engage***

Hook learners in with a memorable experience.

Set the scene and provide the context for learning.

Ask questions to find out children's interests.

Spark children's curiosity using interesting starting points.

***Develop***

Teach facts and information for deeper understanding and knowledge.

Demonstrate new skills and allow time for consolidation.

Provide creative opportunities for making and doing.

Deliver reading, writing and talking across the curriculum.

***Innovate***

Provide imaginative scenarios that encourage creative thinking.

Enable children to apply previously learned skills.

Encourage enterprise and independent thinking.

Provide opportunities for collaborative working and problem solving.

***Express***

Provide environments for reflective talk.

Create opportunities for shared evaluation.

Celebrate and share children's success.

Identify next steps for learning.

Cross-Curricular Links

We believe that History allows our children to develop and enhance their English, Maths and Computing skills and provide a number of opportunities for them to apply these skills.

SMSC

Through History teaching, our children develop knowledge and skills that are transferable to other curriculum areas and are used to promote their spiritual, moral, social and cultural development.

The spiritual development of pupils is shown by their study of cause and consequence and their exploration of how and why events in the past happened. History allows the children to see the similarities between people now and in the past. Artefacts are used to give pupils a sense of the past and aid pupils in understanding the people who produced and used these objects. Pupils are encouraged to explore the role played by important individuals in the shaping of the world we live in. Pupils also reflect upon different interpretations of the past and how these interpretations have been arrived at.

The moral development of pupils is shown by children considering and commenting on moral questions and dilemmas. Children will be encouraged to empathise with decisions which people in the past made and the reasoning behind these decisions. Notions of right and wrong are explored in connection with events from the past.

The social development of pupils is shown by the study of the similarities and contrasts between past and present societies. They will examine how other cultures have had a major impact on the development of ’British’ culture. Pupils will also be encouraged to build up their own social development through collaborative and team working activities. The study of social issues is a common theme in History lessons.

The cultural development of pupils is shown by the study of people from different cultural backgrounds. They will examine how other cultures have had a major impact on the development of ’British’ culture. Children develop a better understanding of our multicultural society through studying links between local, British, European and world history.

**Impact**

As children progress throughout the school, they develop a deep knowledge, understanding and appreciation of the history of their local area. Outcomes in History books evidence a broad and balanced History curriculum and demonstrate children’s acquisition of identified key knowledge. Pre and Post-Assessments allow the children to demonstrate their knowledge and understanding alongside ‘Express’ lessons, which let children answer open-ended questions that were posed at the beginning of the unit of work. Historical understanding, as well as the children’s spiritual, moral, social and cultural development is further supported by our links with an international partner school.

Assessment

Assessment for learning is continuous throughout the planning, teaching and learning cycle. Key Historical knowledge is taught to enable and promote the development of children’s Historical skills. 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 and unpick their understanding.

● Providing effective feedback, including interactive marking to engage children with their learning and to provide opportunities for self-assessment and further consolidation.

● 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.

Regular formative assessment by the class teacher is recorded half-termly via the school tracker to ensure progress is made by every child.

Key skills and knowledge benchmarks are in place to ensure that a consistent approach to the progression in History is applied throughout the school.

Monitoring

The monitoring of History will be carried out by the History Lead. Monitoring will include:

* The implementation of planning;
* Teaching and learning;
* Displays;
* Assessments and tracking of progress;

Individual Roles

The class teacher is responsible for;

* planning according to the History scheme of work, for implementing these plans and for organising the classroom for effective delivery.
* creating a History display which includes key vocabulary.

The History Lead is responsible for;

* monitoring teaching across the whole school, organising internal and external staff training and ensuring that History is taught in a developmental and progressive way.

SEND

History teaching is made accessible to all pupils and adjustments to schemes of work will be made as required. Teachers will liaise with the History Lead and SENDCO in order to analyse how children with specific needs respond to the teaching of History. It is the role of the teacher to ensure that every child in their class has equal and balanced access to the teaching of History and to ensure that it is differentiated appropriately.

EAL

History teaching is made accessible to as many pupils as possible and adjustments to schemes of work will be made as required; teachers will liaise with the History and EAL Leads in order to ensure they are differentiating appropriately.

EYFS

Early years explore historical themes and content through the Understanding of the World strand of the EYFS curriculum. This involves guiding children to make sense of their physical world and their community through opportunities to explore, observe and find out about people, places and time. They are assessed according to the Development Matters Attainment targets.

Parents

We actively encourage the involvement of families and the wider community to help support the teaching of History. Parents and carers are involved with supporting their children with topic-based homework. History homework tasks are well communicated and have a clear purpose, often providing children with the means to research and explore a topic to support their classroom work.

**History Subject Lead:** Mrs Emma Millington

**Policy Agreed**: March 2020

**Policy Review Date**: July 2021