

# Thorntree Primary School

## History Policy



Date: March 2019

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## INTRODUCTION

This policy outlines the teaching, organisation and management of History taught and learned at Thorntree Primary School. There are four main purposes to this policy:

To establish an entitlement for all pupils;

To establish expectations for teachers of this subject;

To promote continuity and coherence across the school;

To state the school's approaches to this subject in order to promote public, and particularly parents' and carers', understanding of the curriculum.

The implementation of this policy is the responsibility of all teaching staff, as History is an important tool to learning and communication. History is about people, cultures and places of the past and how we know about them. It is important to learn about their development over time, through enquiry and interpretation, skills developed during History lessons that can be applied to everyday life.

## AIMS

Our aim at Thorntree Primary School is to ensure that all children are taught the study of History as is outlined in the Cornerstones Curriculum.

Our aims in History are:

- To inspire children to find out about the past.
- To help children understand how life in the past has contributed to life today, and the society in which we live.
- To develop an understanding of personal identity and their place in the local community and the world around them.
- To foster an understanding of various cultural backgrounds.
- To learn and develop the skills of effective questioning, speculation and enquiry to find out about the past.
- To promote the skills of chronology, sequencing, hypothesis, research, argument, awareness of other points of view, observation, comparison, evaluation, deduction and role-play.
- To ensure the teaching of History and skills enrich and support other curriculum areas.

Our aims will be achieved at Thorntree Primary School by ensuring:

- Pupils will study everyday life and cultures of people in the past and make comparisons with their own lives and experiences.
- Pupils will develop an understanding of chronology.
- Pupils will compare a range of historical events to gain knowledge of change and the development of lifestyles.
- Pupils will learn that historical events have causes and consequences.
- Pupils will be taught to investigate important historical events by gathering evidence and practising the key skills outlined above.

## INCLUSION

To ensure that pupils of all abilities make worthwhile progress in history:

Teachers provide suitable ways for pupils of different abilities to access difficult ideas: for example, for low-attaining pupils by narrowing the range of information to be used, by increasing the degree of support through their own advice, by using relevant resources, or by the use of other adults.

Teachers should challenge higher-attaining pupils by expecting them to interrogate more demanding sources, by expecting them to work with greater independence and by raising expectations about how they might communicate their ideas.

Teachers use a range of teaching styles in each lesson in order to match the range of learning styles represented in a typical class.

Thorntree Primary School is committed to providing an effective learning environment, where each child is valued, respected and challenged regardless of social background, gender, race, religion or disability.

## APPROACHES TO TEACHING HISTORY

History will be taught as part of the 'Cornerstones Curriculum'. The Long term plans (see Appendix 1) for each year group will outline topics which will be planned and taught, and will cover the appropriate criteria from the level descriptors. Within these lessons there will be a good balance between whole-class work, group teaching and individual practice.

The History Curriculum provides lots of opportunities for pupils to apply their knowledge, understanding and skills creatively, whilst teaching literature states the importance of catering for the different learning styles in all lessons. These are visual, auditory and kinaesthetic.

In the Early Years Foundation Stage time allocation will vary, due to the cross-curricular nature of the curriculum.

Links will also be made with History within other subjects so pupils can develop and apply their Historical skills.

Teachers will include all pupils fully in their History lessons through differentiation. The varying needs and abilities of all children will be catered for during whole-class, group and independent activities.

Where possible more able pupils will be taught with their own class and stretched through differentiated group work and extra challenges. When working with the whole class, teachers will direct some questions towards the more able to maintain their involvement.

Very occasionally special arrangements will be made for an exceptionally gifted pupil e.g. they may follow an individualised programme with more challenging problems to tackle.

Those children with special educational needs will benefit from participating, watching and listening to their peers demonstrating and explaining ideas, and suitable support will be planned for when necessary.

Children in the Early Years Foundation Stage will begin to develop social skills and the development of historical language and understanding within their subject “Understanding the World” according to Early Year Outcomes.

## ASSESSMENT

Assessment will take place at three connected levels: short-term, medium-term and long-term. These assessments will be used to inform teaching in a continuous cycle of planning, teaching and assessment.

Short-term assessment will occur in each lesson through teacher observation, small group discussions, marking work and questioning about tasks.

Medium term assessment will take place at the end of each topic, to inform future planning regarding the Cornerstone’s Curriculum. Teachers will refer to the aspects and skills found in each topic and assess children in line with our current assessment policy.

A – children working above age related expectations

E1 – children working at age related expectations

E2 – children working just below age related expectations

B1 – children working below age related expectations

B2 – children with special education needs who are working one year behind age related expectations

Children’s progress and attainment in History is assessed termly using our PiXL tracker, and reported to parents within a written report at the end of the year.

## RESOURCES

Teachers incorporate a wide range of resources into History lessons to cater for different learning styles. These include

- The pupils own experiences and those known to them
- The experiences of visitors
- The local environment and beyond
- Educational visits
- Library resources
- ICT resources
- Classroom displays

- Use of photos, artefacts, audio/visual aids etc.
- Artwork, model making, craftwork
- Story
- Map work
- Problem solving, debates, role play

History resources purchased by school are stored in the History Coordinator's cupboard.

## ASSOCIATED POLICIES

- Educational visits
- Educational visits in the EYFS
- Health and Safety Policy

## ROLE OF THE HISTORY LEAD

- To be enthusiastic about History.
- To have responsibility for securing high standards of teaching and learning in History and evaluate their effectiveness.
- Ensure teachers are familiar with the policy and help them plan lessons.
- Lead by example in the way History is taught in own classroom.
- Purchase, organize and review History based resources, ensuring they are readily available and maintained.
- Prepare, organise and lead INSET with support from Head teacher.
- Co-ordinate assessment procedures and record keeping to ensure progression and cohesion.
- To identify future priorities and targets for the subject.
- Compile portfolios of children's work with work samples from all year groups.
- To observe colleagues periodically to identify support required.
- Attend INSET organised by LEA.
- Work with SENCO when required.
- To discuss the progress of implementing the policy throughout school with the Head teacher when required.

## ROLE OF THE HEAD TEACHER

- Lead, manage and monitor the implementation of the policy throughout school including monitoring teaching plans and the quality of teaching in classrooms.
- Inform the governing body if changes are made to the policy.
- Ensure History remains a high profile subject in the school's development work.

## Appendix 1: Long Term Plan



### Thorn Tree Primary School 2018/19 Creative Curriculum Long Term Plan

Foundation Stage (3 year rolling programme)	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Will you read me a story? Do you want to be friends Why do you love me so much?	Why do leaves go crispy? Where does snow go? Why do squirrels hide their nuts?	How does that building stay up? Why can't I have chocolate for breakfast? Did dragons exist	Are carrots orange? Do cows drink milk? Can I switch it on?	Why do ladybirds have spots? Can we explore it? Are eggs alive?	Why is water wet? What lives in a rock pool? Are we there yet?
Year 1	Enchanted Woodland	Moon Zoom!	Dinosaur Planet	Rio de Vida	Bright Lights, Big City	Paws, Claws & Whiskers
Year 2	Towers, Tunnels & Turrets	Beat, Band, Boogie!	Land Ahoy	Muck, Mess & Mix	Wriggle and Crawl	Beach Combers
Year 3	Scrumdiddlyumptious	Mighty Metals	Heroes & Villains	Tribal Tales	Flow	Gods & Mortals
Year 4	Potions	Playlist	Misty Mountains	Burps, Bottoms & Bile	I am a warrior	Blue Abyss
Year 5	Allotment	Stargazers	Time Traveller	Scream Machine	Off with her head!	Pharaohs
Year 6	A Child's War	Frozen Kingdom	Darwin's Delights	Revolution	Revolution ,SATS, Gallery Rebels	Gallery Rebels

At Thorn Tree Primary School we have developed our Creative Curriculum using the 'Cornerstones' materials, which meet the requirements of Curriculum 2014 in an exciting and engaging way. Half-termly themes provide our children with the opportunity to learn through a number of stages:

Engage – at this stage children take part in memorable first-hand experiences, share their prior knowledge and pose their own enquiry questions.

Develop – the children practice and master new skills, compose, investigate and explore the chosen theme.

Innovate – new knowledge and skills are applied in both real and imaginary contexts, building self-esteem and problem solving techniques as well as giving the children the opportunity to take on new roles and responsibilities.

Express – a celebration where the children share their achievements, evaluate their work and reflect upon their learning.