



Parklee Community School

Policy for History

Head teacher: Mrs D Roper

Subject Leader: Miss L Baker

School Vision

ENJOY, ENGAGE, EMPOWER

At Parklee we believe that primary education should be a time of opportunity, a happy and meaningful experience that promotes a love of learning, enriches lives and develops lifelong skills.

Introduction

This policy outlines how history is currently taught in our school. The implementation of this policy is the responsibility of the whole teaching staff and is overseen by the Head teacher and Humanities coordinator. This policy is supported by the Teaching and Learning policy and the SEND policy.

Intent

At Parklee Community School we want our pupils to be inspired to know more about Britain's past and that of the wider world. Knowledge of Britain's past can help them to understand the challenges of our own time. It engages pupils in questions about people and events in the past and helps pupils to understand the present and prepare them for the future!

The programme of study for history states that 'History helps pupils to understand the complexity of people's lives, the process of change, the diversity of societies and relationship between different groups, as well as their own identity and the challenges of their time.'

Teaching should also equip pupils to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement.

A historian needs:

- *Thorough investigative and research skills
- *Good communication skills
- *An interest in human behaviour, culture and society
- *An enquiring mind

Implementation

History at Parklee is taught in blocks throughout the year, so that children can achieve depth in their learning. Teachers have identified the key knowledge and skills of each blocked topic and consideration has been given to ensure progression across topics throughout each year group across the school. At the beginning of each topic, children are able to convey what they know already as well as what they would like to find out. This informs the programme of study and also ensures that lessons are relevant and take account of children's different starting points.

We deliver a history curriculum that focuses on developing pupil's perspective questions, encourages pupils to think critically, weigh evidence, sift arguments and prospective and judgement.

History teaching at Parklee Community focuses on enabling pupils to think as historians. An emphasis is placed on examining primary and secondary sources, pictures and texts. We recognise and values the value of stories in history teaching and regards this as an important way of stimulating curiosity about the past. We focus on helping pupils understand that historical events can be interpreted in different ways and that they are encouraged to ask critical questions when looking at the provenance of sources.

History is taught throughout Key Stage 1 and Key Stage 2 once a week for 1-2 hours following the unit overviews. The units contain between 10-12 key questions that the children explore each work. The teacher plans lessons that allow children to develop the historical skills set out in the progression of skills documents.

At Parklee, History is planned and delivered at a very high standard and we set very high expectations for the students in the lesson. We expect the work in their books to be at the same standard as their English books. Teachers consistently identify gaps and reiterate children by reviewing the previous lesson and instilling new vocabulary.

Impact

The history curriculum will make a profound and positive impact on the outcomes of every pupil. The structure enables us to return to core knowledge and skills throughout the course, embedding key practises and understanding.

Core knowledge in each unit is supported by a knowledge organiser which details the key learning points, vocabulary and key questions. It is our expectation that the knowledge on our organiser is known by all.

We endeavour to create strong and appropriate links with other subjects to enhance the curriculum and learning experience.

The History Curriculum will enable our pupils to make effective decisions, make links across areas of learning, and be respectful of the views of others, as well as developing their understanding significant aspects of the history of the wider world. Each child's understanding will be assessed regularly, and Verbal Feedback will be given in the lesson.

Deeper Thinking tasks and purple pen questions will allow the teacher to assess the students understanding. Book checks will be carried out regularly to check that the impact of the teaching is shown in the responses that they students give.

Each lesson teachers re-cap previously taught knowledge in the form of quizzes and recap activities, which supports pupils to retain the knowledge that has been taught.

Early Years

Children in EYFS have opportunities to develop early skills through the 'Understanding of the World' strand of the Early Years Curriculum.

Planning and Resource

The new National Curriculum (September 2014) has seen some significant changes to what is taught in history, with a far greater emphasis on learning facts like dates, continents etc. At Parklee we strive to ensure that this new curriculum is taught to create enthusiasm and enjoyment of these subjects.

Units of work may be taught in blocks, themed enrichment days or in afternoon sessions over the term. Varying teaching methods are adopted to suit a range of learning styles and resources are provided in order that all children are able to access the learning. We believe that good teaching in Humanities should retain the children's interest and therefore a range of activities are used to deliver the humanities curriculum

Differentiation

At Parklee we place emphasis on individual development by setting realistic achievable targets. Therefore, matching the delivery of the curriculum to the children's individual abilities is an essential part of our teaching.

Monitoring and assessment

The teaching staff monitor their pupils during lessons through observation, questioning and assessment. The teaching of humanities is monitored through lesson observations, the review of short and medium term planning, pupil interviews, discussion during staff meetings and informal discussions between staff members. The policy will be reviewed by the staff if and when deemed necessary by the Head Teacher. Any amendments will be presented to the Governors for discussion.

Equal Opportunities

All children will have the same access to develop skills and knowledge in every aspect of humanities regardless of gender, race or culture. The humanities activities in our school are planned in such a way as to encourage full and active participation and enjoyment by all children, irrespective of ability. All pupils have access to the humanities curriculum. During field trips provision is made for certain pupils with SEN and physical disabilities.

Greater depth Pupils

It is the responsibility of the class teacher to identify pupils that can quickly, easily and at expert level apply specific skills and processes in history and who demonstrate high levels of understanding, insight, maturity and achievement.

Teachers provide opportunities to challenge the pupils and develop their skills further. This is usually through a greater depth question at the end of the lesson which focuses on one of the following areas;

1. Continuity and Change – understanding how and why change occurs in history, why and how things stay the same and analysing trends.
2. Cause and consequence- Identify, describe reasons for and results of historical events, situations and changed studied in the past.
3. Similarity and Difference – identify and explain similarities and differences within and across different past periods and societies

4. Significance – understanding why some events, individuals, situations, changes, societies and periods are considered significant
5. Evidence (historical enquiry) – understanding the methods of enquiry, including how evidence is used to make historical claims
6. Historical Interpretations – understand how and suggest reasons why contrasting arguments and interpretations of the past have been constructed
7. Making Connections – identifying links across and between different periods and between different historical categories e.g. economic, political, social, etc

SMSC

History provides the ideal opportunity to develop an understanding of other cultures and British values and awe/ wonder at the world around us and an appreciation of the responsibility on current generations to look after it.

Date of Policy: February 2021

Subject Lead	Lauren Baker
Head Teacher	Dawn Roper
Chair of Governors	
Date	

