



History Policy

Staff Responsible:

S Dipper

Date of Issue:

May 2023

Review Date:

May 2024



Teaching and Learning in History

Teaching and Learning Documentation

In order to communicate effectively each of our subject areas, key documentation is established by the Subject Leader and shared with all relevant teaching staff. This documentation includes: -

1. Subject Vision
2. Subject Policy
3. Unit of Study Overview (LTP)
4. Curriculum Planning

Together, this documentation collates the coverage and implementation of each of the Wider Curriculum Subject Areas.

Subject Leadership Documentation

In addition, Subject Leaders are required to monitor the effectiveness of their subject throughout each academic year. In order to do this with effect, the following documentation may contain:

1. Subject Audit - An audit of the subject is completed annually RAG rating the effectiveness of the subject, whilst informing key priorities moving forward.
2. Subject Action Plan - Supports the RAG rating from the Subject Audit.
3. Learning Enquiry - As part of our monitoring cycle, our Learning Enquiry approach ensures the monitoring of each subject area through scheduled book looks, learning walks, planning/ resource checks, pupil voice and staff voice.
4. From the steps above, all findings are collated, feedback is shared and next steps are actioned.

Delivery of History

In Shotley Bridge Primary School, History is taught every other half term by class teachers. We follow the Durham scheme however we have adapted some areas in order to make it bespoke to our school. Shotley Bridge is rich in historical features therefore we have ensured that our children are exposed to the history which their local area provides, such as the introduction of the Shotley Bridge sword markers, Shotley Bridge zoo, the war memorial cottages and the Spa which led to more tourists visiting the area, all providing opportunities to explore the consequences these provided.

The History curriculum at Shotley Bridge Primary School aims to inspire our pupils to become historians and develop their understanding of Britain's past and the wider world. It aims to provide an enquiry based, high quality curriculum which promotes curiosity and fascination, inspiring children to become active learners. The curriculum has been carefully sequenced to ensure that chronological order is paramount and that previous content and concepts are reviewed and revisited in order to build upon previous learning.

Lesson Content

In support of foundational understanding of History, key components of lessons have been established in conjunction with teaching proformas to support class teachers with consistent delivery lesson-by-lesson.

These key components include: -

- Learning Intention - To be shared and recorded for each lesson
- Topic Mind Map - Retrieval task, children will spend the first few minutes of the lesson, adding to their mind map (with number date) about what key facts they remembered from the last lesson.
- Key vocabulary - Relevant and focused vocabulary for the lesson are shared, discussed and defined with support of teachers encouraging clear and purposeful discussion throughout.
- Pick and Mix Activities - these are used in order to deepen and develop understanding. Children will choose a # pick and mix activity should they finish their work.
- Exit Task - All children will complete an exit task at the end of the lesson, at least 3 of these should be recorded in books others to be verbal. These tasks should assess children's understanding of the 'sticky knowledge' taken from the lesson. Therefore, any misconceptions can be addressed within the next lesson.

In Key Stage One History begins at child and local area level to allow pupil's prior knowledge to become their starting point, helping to develop new ideas, concepts and vocabulary. Children will learn about local History that is relevant to them and will gain knowledge and skills, not just through experiences in the classroom, but also with the use of fieldwork and educational visits. Children begin by looking at changes within living memory, gaining an understanding through discussion and interviews, moving onto exploring significant individuals in the past and changes in living memories and beyond. They will use primary sources to begin to find similarities and differences and changes and continuity whilst continuing to develop chronology over a longer period of time.

In Key Stage Two children begin by broadening their chronological understanding from the Stone age, Romans, Vikings and many more through to the WW2. They will also cover a non-European society in order to provide a contrast to British history. As children progress through Key Stage Two they will broaden and deepen their knowledge of history- people, places, dates, events alongside the development of knowledge about causation /consequences, similarity /differences, change/ continuity and historical significance. They will study and interpret primary sources, artefacts, interpretations, working as historians. At the end of Year 6, pupils will then complete a unit which will consolidate all previous learning in order to prepare them to become secondary ready.

In our History lessons, we ensure that both our pupils' **substantive and disciplinary knowledge** is built upon year on year.

Substantive Knowledge- is the knowledge and 'substance' of our curriculum e.g. people, dates, features of something

Disciplinary Knowledge- is the skills our children develop how interpret the past – how do we know what we know? E.g. changes, continuation, causes, sources.

So that our pupils are able to learn more and know more, we believe it is vital that our history curriculum develops both categories. Historical NC content taught through appropriate and relevant year group topics.

Performance and Learning Evidence

Evidence collation is key to support the learning process and the monitoring of Teaching and Learning by Subject Leaders and Senior Leaders. In order to evidence History effectively, the following strategies have been implemented: -

- EYFS - Floor Books
- Year 1 - Floor books
- Year 2 - Exercise books
- KS2 - Exercise books

Assessment

Throughout History lessons, the Class Teacher uses sensitive and precise questioning to gauge children's conceptual knowledge, along with carefully considered open-ended questioning to encourage new ways of thinking and develop practical skills. Children are assessed regularly to ensure all children make progress and identify those children who have gaps in their learning, so that it is ensured that all children access the learning and keep up.

The Class Teacher assesses children's learning through retrieval within the lesson and special retrieval (lesson to lesson, year to year, Key Stage to Key Stage). Class Teachers use a range of

strategies, such as evidence in books, mind-map progression, questioning, exit tasks and observations to make judgements about the children and to plan for next steps.

At the end of the academic year, Class Teachers make a final judgement on whether the children are meeting age-related expectation or working below. Conversations about attainment take place during transition meetings and are communicated to parents in the end of year report.