

Lady Bay Primary School History Policy



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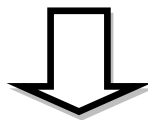
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1. The 'Lady Bay Way' in History

History at Lady Bay aims to inspire children's curiosity about the past so that they will leave our school with an enjoyment for the subject and the knowledge and skills to continue developing their understanding. To achieve this, we follow a series of stages:

Planning

Each year group is taught two or three history topics from the National Curriculum History Programme of study during the year. Teachers use the Lady Bay Progression in History to ensure that specific history knowledge and skills are taught progressively by age. Medium Term Planning and Knowledge Organisers outline the skills and knowledge to be taught and the 'sticky knowledge' that should be retained by all children.



Teaching

In history lessons, historical knowledge and skills are taught through the Rosenshine principles. Each lesson begins with a 'big question' and new knowledge or skill is presented in small steps using a range of approaches: enquiry, questioning, examples/models, group and guided work, independent learning and scaffolding for those needing support. 'Sticky knowledge' is revisited at the beginning of lessons and throughout the history topic.



Assessment

The assessing of knowledge and skills is on going in a lesson through the revisiting of 'sitcky knowledge' and questioning. At the end of a piece of work, teachers highlight the 'big question' either orange (did not meet the objective), green (met the objective) or orange (exceeded the objective) to aid overall assessment. At the end of a topic, children complete a mini-assessment focused on the 'sticky knowledge' taught. This is completed in books. Teachers make a final assessment judgement and record this on Sonar Tracker.

Floor books help to provide an ongoing record of work and assessment in EYFS for each child against the early learning goals.

2. Statement of Intent

Through our history curriculum we intend for pupils to gain a coherent knowledge and understanding of Britain's past and that of the wider world. We aim to inspire pupils' curiosity to know more about the past and support them in developing the skills to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. Through our history and wider curriculum we will help 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.

Our curriculum intent for our history curriculum is for all pupils to:

- know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world
- know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind
- gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'
- understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically valid questions and create their own structured accounts, including written narratives and analyses
- understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed
- gain historical perspective by placing their growing knowledge into different contexts: understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.

3. Legal Frameworks

This Policy will have regard to the following statutory and non-statutory guidance:

History programmes of study: Key Stages 1 and 2 – September 2014

4. Teaching

The subject matter covered in history reflects the requirements of the National Curriculum history programme of study and special focus will be paid to the teaching of the skills inherent in the history curriculum taught at Lady Bay Primary School (Progression in History document and Subject Overview).

These skills include:

- Making accurate observations.
- Asking and answering questions.
- Recounting events and memories.
- Observing patterns and consequences.
- Comparing and contrasting changes.
- Sequencing and categorising familiar events.
- Creating timelines and applying knowledge to them.
- Summarising similarities and differences or two versions of an event.
- Synthesising a range of resources.
- Making simple hypothesis and evaluating or make reasoned judgements from them.
- Evaluating sources and explanations.

The history programme will be delivered using the Rosenshine principles and with respect to the needs of individual pupils.

5. Curriculum

The aims of the history curriculum are to ensure pupils:

- Know and understand the history of the UK, and how it shaped the world, as a coherent, chronological narrative, from the earliest times to the present day.
- Know and understand significant aspects of the history of the wider world, such as ancient civilisations; empires and past non-European societies and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'.
- Understand historical concepts, such as continuity and change, cause and consequence, similarity, difference and significance, and use these to analyse.
- Understand the methods of historical enquiry such as using evidence to support arguments.
- Gain a historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history.

EYFS

Pupils will be taught through continuous provision focusing on the subjects 'me and my family' and 'special occasions'.

Key Stage 1

Pupils will be taught about:

- Changes within living memory and changes in national life.
- Events beyond living memory that are nationally or globally significant .
- The lives of significant individuals in the past who have contributed to national and international achievements.
- Significant historical events, people and places in their own locality.

Key Stage 2

Pupils will be taught about:

- In relation to Britain; the Stone Age to the Iron Age, the Roman Empire, the Anglo Saxons and the Vikings to the time of Edward the Confessor.

- Studies on local history (the Civil War and its affects in Nottingham), an aspect of British history beyond 1066, Ancient Greece, and a non-European society – The Maya.

6. Cross Curricular links

When and where appropriate, opportunities will be encouraged to promote historical learning across the curriculum. This could be through links with:

- Literacy - report writing, persuasive writing, speaking & listening, drama activities.
- RE – telling stories
- Geography – map drawing, changing settlements
- Computing – using research tools (internet, CDRoms etc), word-processing
- Art – drawing of artefacts

7. Assessment and reporting

Assessment of history in EYFS, KS1 and KS2 will be based on teachers' judgments. Progress is measured against the Lady Bay Progression in History and the National Curriculum.

After each lesson, in KS1 and KS2, the child's understanding and progress is recorded in their topic book by the teacher highlighting the Big Question. In line with the whole school marking policy, the child receives orange (did not meet the objective), green (met the objective) and blue (exceeded the objective).

In KS1 and KS2, s 'mini assessment' at the end of each historical unit taught will aid teachers in assessing the knowledge gained and skills shown by each individual child over the course of the unit. 'Sticky knowledge' can be found on Medium Term Plans and reflects the knowledge that should be retained by children at the end of a unit.

In EYFS, floor books aid the recording of work and the ongoing assessment of children against the early learning goals.

8. Roles and responsibilities

As a teaching staff, there is a collective responsibility to ensure the history curriculum is implemented effectively through well planned schemes of work, ensuring the progression of skills across school and assessing effectively. Additional responsibilities fall in the following areas:

The History Lead is responsible for:

- Developing, resourcing and reviewing the school's History Policy.
- Monitoring planning and teaching.
- Liaising with colleagues, including the SENCO, to differentiate teaching programmes in accordance with the needs of individual pupils.
- Working with other staff to teach the subject content.
- Keeping staff informed of visits and courses.
- Facilitating the assessment of children's work.
- Keeping up-to-date with current affairs and best practice regarding history.
- Providing guidance, including INSET training to history staff, as part of their ongoing professional development.
- Celebrating and promoting the history curriculum and the work of pupils' throughout the school.

The Governors are responsible for:

- Approving and monitoring the content of this policy.
- Liaising with the Headteacher with regards to pupil progress and attainment.
- Liaising with the Curriculum Leader (Deputy Headteacher) to ensure the history curriculum is delivered robustly.

9. Monitoring and review of this policy

This policy is reviewed annually by the Curriculum Leader, Head teacher and the Governors. Any changes made to this policy will be communicated to all members of staff and relevant stakeholders.

This policy will be communicated to parents and other stakeholders via the school website.