



Ashton West End Primary Academy

History Policy

Mission Statement:

‘Today I am proud of my school, tomorrow my school will be proud of me.’

The aim of this policy is to guide teachers and support staff in providing the best possible learning experiences for our children. At Ashton West End Primary Academy we undertake to:

- Raise levels of attainment for all pupils, enabling them to achieve their personal best.
- Develop confident, disciplined and enquiring learners, able to make informed choices.
- Foster a love of learning.
- Foster self-esteem and personal responsibility, linked to respect for the needs and feelings of others.
- Facilitate considerate and positive relationships between all members of the academy community.
- Ensure equal opportunities in relation to gender, race, class, special needs and belief.
- Value and respect all cultures.
- Provide a safe and happy work place.
- Promote a thoughtful attitude towards the immediate and wider environment.

Our mission sets out our commitment to ‘aiming high’. Improvements in the quality of teaching and learning are brought about through a process, which involves:

- reflection by individual professionals
- acting on planning feedback and guidance
- use of assessment data
- the target setting process
- sharing in-house expertise through
 - joint/team planning
 - discussion with colleagues, subject coordinators and SLT
 - Staff training at school
 - Team teaching lessons
 - Peer observation and lesson studies
- implementation of recommendations arising from classroom observation
- CPD courses

This policy will be reviewed regularly to enable us to take account of new initiatives, curriculum changes, technological developments and any changes to our pupil cohort profile.

(Next view date: September 2023)

Aims and Objectives:

The National curriculum aims for History are:

- 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 History – key stages 1 and 2
- 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.

Key Objectives

At Ashton West End, we believe that by the end of Key Stage 1 children should be able to:

1. begin to understand that they are part of a country, community and a world that has a past and heritage.
2. begin to understand their own and their family's past.
3. understand that evidence can be many different things such as objects or photographs.
4. understand past, present and future.
5. sequence pictures with historic features.
6. show that they know about some major historic events.
7. show that they know about some famous people from the past.
8. begin to distinguish between fact and fiction.
9. to use such words as "now", "before" and "long ago" in context.
10. listen and respond to stories and use sources of information to help them to answer questions.
11. be able to compare lives of people in different eras.

By the end of Stage 2 children should be able to:

1. Show that they know about some of the major events in British and world history and put them in a chronological framework.
2. Demonstrate that they know about the development of our society and other societies over a long period of time and also have more in-depth studies of change over a shorter period.
3. Be able to draw attention to technological, scientific and aesthetic changes and achievements in the past.
4. Foster an understanding of their locality's history and relate this to wider themes.
5. Be aware that different societies have different values, beliefs and attitude.

6. Understand that different people may view evidence in a different way.
7. Use chronological conventions such as A.D. and century.
8. Write accounts of situations as though they are there using available evidence.
9. Recognise similarities and differences between the past and the present.

Teaching and Learning:

Children in Key Stages 1 and 2 are taught through discrete timetabled History lessons based on a national curriculum area of study and through other subjects linked to this topic.

First and foremost, History teaching is through high quality whole class lessons. However, we recognise that children learn in a variety of ways and so we use different teaching strategies for different skills. These include:

- whole class lessons
- group activities
- role-play
- practical activities
- I.C.T.
- the interactive whiteboard
- research projects
- artefacts and interviews
- direct experience whenever possible

Children learn and progress at different rates. At Ashton West End, we acknowledge this and provide tasks to encourage all children to meet their potential.

This includes: open ended tasks, which allow children to demonstrate a greater depth of knowledge and understanding; providing a range of tasks, with increasing difficulty, for children to attempt as they are able; fluid grouping – including ability and mixed ability groups as the task requires; use of resources to support groups of children in their learning; use of additional adults as appropriate.

To further enhance the children's experience of History, we encourage visits to historical sites and museums to support in the teaching of History including, but not limited to:

- Portland Basin
- Stockport Air Raid Shelters
- Chester's Deva centre
- Tatton Park

In addition to visiting museums, we welcome period visitors into school to reconstruct the past within the school environment and engage pupils and enhance their understanding with first-hand experiences. For example: The Viking visitors for Year 5 in the Autumn Term.

Curriculum Planning:

As a school, we recognise that History is a key subject in the National Curriculum. The school uses the National Curriculum programme of study for History as the basis for its curriculum planning. We follow a single year long term overview, which indicates the National Curriculum areas of study to be covered for each topic. Our curriculum for History is a knowledge based one, with each year group having specified key knowledge for each topic that is taught. This knowledge is reviewed regularly through the use of memory tasks at the start of each lesson. Our long-term school overview shows the coverage of the History units for each year group, along with key questions for enquiry. This scheme of work is

used by class teachers to produce medium and short-term plans, which cater for the needs of their classes and individual pupils.

There is a clear link to the chronological teaching of British History in the way the scheme of work has been designed. We teach history as a timetabled subject. Space on the timetable is shared with Geography to allow a suitable block of time to cover the objective of the lesson. History will take place in a block of a half term or a term to allow in-depth coverage of a topic before the focus moves to a different subject. This teaching will total 3 full half terms over the year.

Planning identifies key questions for the unit and for individual lessons and links to the progression of skills document, which ensures that there is a development of skills within and between year groups across the school.

EYFS:

This policy acknowledges the requirements for promoting the learning and development of children set out in the [Early Years Foundation Stage \(EYFS\) statutory framework](#).

In EYFS, History is taught through chosen themes linked to the Early Learning Goals which explore change in the environment, in their own life time and in the lifetime of their parents and Grandparents. They look at similarities and differences between objects, pictures and photographs from different periods. History is very much part of topic and theme work within EYFS and makes use of practical and cross-curricular approaches. Structured play and interactive displays support the further teaching of historical skills.

Contribution to the other curriculum areas:

Cross-curricular learning is encouraged at Ashton West End and recognised as an effective way to embed key skills and knowledge. We recognise that History has much to offer to the teaching and learning of other curriculum subjects in our school.

English

Our history curriculum has many positive links to English teaching and learning through the very nature of the subject. Enquiry and analysis of sources make up a great deal of History teaching and this has a positive impact upon the children, in that it allows them to develop and apply their skills in all areas of English teaching (reading, writing, speaking and listening). Wherever possible, our texts taught in Literacy link to the History theme for all, or part of that term. Within discrete History lessons, pupils have the opportunity to apply their literacy skills through research, written tasks and oral presentations.

Maths

History supports maths learning in a number of ways. Looking at population data to show changes between time periods is one way this is done. Many aspects of statistics are utilised in History learning, from graphs and charts to sorting information. When studying chronology, we look at timelines and calculate the difference in dates, as well as sequencing events using dates. This included both AD/CE and BC/BCE structures. Within History, there is also an element of map work, using scale, direction, position and shape and space.

PSHE

There are many ways in which History makes a positive contribution to PSHE. History supports children's understanding of citizenship and social awareness. Through history we investigate how

people were treated in the past and the ways in which this has been overcome. For example: the changing role of women in society; the introduction of the Welfare State; the persecution of Jews and other groups in Nazi Germany; differences in the treatment of rich and poor in different periods of history. In addition, History allows the development of skills in debate and discussion, giving pupils the chance to air their own views and make their own decisions.

Science

Through History, we learn about some of our most notable figures and this includes ground-breaking scientists and the changes they heralded. From Darwin and Mary Anning, to Rocket Scientists at NASA, we learn how these people and the science they used, have shaped our History and our present. This learning takes place during relevant History units and through the science curriculum.

Art & DT

There are many ways in which the teaching of art and design technology can be enhanced through History. From sketching key figures throughout history, creating canopic jars, designing illuminated letters, to designing and building Anderson shelters - Art and DT can enhance historical learning in engaging and less academically threatening ways.

Computing

Word-processing is used to enhance or record aspects of History. Database programmes are being introduced to handle information relating to history topics. Ipads are available for use in class enabling the children to research aspects of History for themselves. There is a range of Computing software for use in the I.T. suite or class, including topic specific CD ROM and modelling programmes. DVD's and CDs continue to be useful resources, with many previously on video or tape being updated. There are also many websites available to teachers both for planning and for the children to access.

Inclusion:

At Ashton West End Primary Academy teachers set high expectations for all pupils. Teachers use appropriate assessment to set ambitious targets and plan challenging work for all groups, including:

- More able pupils
- Pupils with low prior attainment
- Pupils from disadvantaged backgrounds
- Pupils with SEN
- Pupils with English as an additional language (EAL)

Teachers plan lessons so that pupils with SEN and/or disabilities can study every National Curriculum subject, wherever possible, and ensure that there are no barriers to every pupil achieving. At Ashton West End Primary Academy, all children are involved in History lessons, whatever their ability, experiences and individual needs. This is in line with the school's curriculum policy of providing a broad and balanced education to all children. Through a range of teaching and learning approaches, we enable all children to access the History curriculum. We strive to meet the needs of those pupils with special educational needs, those with disabilities, those with special gifts and talents, and those learning English as an additional language, and we take all reasonable steps to achieve this. For further details see the SEND policy. Where learning takes place outside of the classroom, we will carry out risk assessments to ensure that the activities are safe and appropriate for all pupils.

Assessment for learning

Overview:

At Ashton West End Primary Academy, we believe that assessment of pupils' progress in History is necessary if we are to meet our objectives of engaging pupils in programmes of activity which provide progression and continuity of learning.

Ongoing teacher assessment has always been an integral part of good practice and is used to inform future planning. Pupils in years 1-6 record the development of their knowledge and skills in their history books, or through discussion in their class floor books once-per-week, over the course of three half terms. Progression between year groups should be clear. Teachers mark each completed piece of work and use the body of work produced in each topic to assess whether a pupil has achieved expected standard. Furthermore, we also assess the children's progress using Insight. As part of this process, teachers assess pupils' work against a series of statements that a pupil working at expected level will achieve. This process is repeated for each individual pupil.

Types of Assessment

Formative – assessment for learning – allows the teacher to see what the child knows, understands, and can do.

Summative – assessment of learning – records overall achievement of the child.

Diagnostic – identifies areas of strength and weakness.

Evaluative – allows teachers and school leaders to see the effectiveness of teaching in terms of performance.

Formative Assessment

Formative assessment involves:

1. Evaluating pupils' level of knowledge.
2. Setting explicit learning objectives.
3. Sharing learning intentions and success criteria with pupils.
4. Questioning effectively.
5. Pupils evaluating their own and peers' performance against success criteria.
6. Teachers and pupils reflecting and reviewing performance and progress.
7. Effective oral feedback to inform pupils what they should do next.
8. Children responding to feedback.

Self-Assessment and Peer Assessment

Peer and self-assessment are ways of engaging children in understanding their progress in learning and identifying next steps in their learning that can be used in addition, and to support, oral feedback from teachers and Support Staff. The aim is to involve children in the analysis and constructive criticism of their own and others work. Learners use the success criteria given as part of the teaching process to make judgements on their own, and peers, learning and identify areas for development – next steps.

Day to Day Assessment

The main focus involves teachers using their professional skills to observe a child to see if the work provided for them is sufficiently challenging to ensure progress or that misconceptions or 'gaps' are not impacting on progress. The assessments are recorded on the planning sheets and used to inform future planning. This may be achieved through:

- Questioning
- Observing
- Discussing
- Analysing
- Checking children's understanding
- Engaging children in reviewing progress

Assessment for Learning – Formative Assessments

The skill, matter or process objectives are made explicit in all planning. Assessment opportunities (described above) form the basis of the planning for learning for the next lesson. Teachers make brief notes in the assessment note column on planning to inform subsequent teaching and learnings. It is best practice to be constantly revising planned learning.

Assessment of Learning – Summative Assessments

At the end of a unit of work, summative assessments are made about each child's achievements throughout the unit. These achievements are assessed against objectives from Insight. Strengths and areas for development are identified and this informs future learning of the skills matters and processes for the next unit of work. Then at the end of each year a summative judgement is made as to whether individual children are working towards, within, or have mastered their year group expectations in History. This is reported to parents in the end of year report.

Legislation and guidance:

This policy reflects the requirements for academies to provide a broad and balanced curriculum as per the [Academies Act 2010](#), and the [National Curriculum programmes of study](#) which we have chosen to follow.

It also reflects requirements for inclusion and equality as set out in the [Special Educational Needs and Disability Code of Practice 2014](#) and [Equality Act 2010](#), and refers to curriculum-related expectations of governing boards set out in the Department for Education's [Governance Handbook](#).

Resources:

Resources for teaching History include artefacts from the past and present, photographs, pictures, books and DVDs. The resources are sorted into boxes for each area of history studied and the majority are kept within the relevant Year group's class resources. Exceptions include large artefacts, which can be located on the History cupboard outside the Year 4 classrooms, and library stock non-fiction books. There are also some whole school resources kept with the Subject Leader, for example sequencing bibs, key fact cards and planning materials. Resources are updated and supplemented as appropriate. We also have

access to the museum boxes at Portland Basin, which can be borrowed for a small fee and is accounted for in the budget.

Roles and responsibilities:

The governing board: The governing board will monitor the effectiveness of this policy and hold the headteacher to account for its implementation.

The governing board will also ensure that:

- A robust framework is in place for setting curriculum priorities and aspirational targets
- The school is complying with its funding agreement and teaching a "broad and balanced curriculum" which includes English, maths, and science, and enough teaching time is provided for pupils to cover the requirements of the funding agreement
- Proper provision is made for pupils with different abilities and needs, including children with special educational needs (SEN)
- The school implements the relevant statutory assessment arrangements
- It participates actively in decision-making about the breadth and balance of the curriculum

The Principal: The principal is responsible for ensuring that this policy is adhered to, and that:

- All required elements of the curriculum, and those subjects which the school chooses to offer, have aims and objectives which reflect the aims of the school and indicate how the needs of individual pupils will be met
- The amount of time provided for teaching the required elements of the curriculum is adequate and is reviewed by the governing board
- They manage requests to withdraw children from curriculum subjects, where appropriate
- The school's procedures for assessment meet all legal requirements
- The governing board is fully involved in decision-making processes that relate to the breadth and balance of the curriculum
- The governing board is advised on whole-school targets in order to make informed decisions
- Proper provision is in place for pupils with different abilities and needs, including children with SEN

The subject leader: The subject leader is responsible for the day to day delivery of the History curriculum through:

- Monitoring half term planning to ensure full coverage of the SOW and National Curriculum POS
- Monitoring of assessment through Insight
- Conducting book scrutiny as directed and lessons observations and drop ins
- Reviewing the curriculum and ensuring it continues to meet the needs of the school
- Reviewing the use of resources and supplementing as required
- Supporting staff in the delivery of history, through advice access to training and other relevant information

Monitoring and review:

The class teacher will monitor the standard of work and progress their children are making in History on a weekly basis. The history subject leader is then responsible for monitoring the standard of work and quality of teaching and learning across the Key Stages. This will take the form of planning and book scrutiny, lesson observations and drop ins to monitor the quality of history teaching and learning. The history subject leader will also support colleagues through giving them ideas, advice and ensuring they are aware of the resources, including online, available to teach the subject.