

# Yorke Mead Primary School

## History Policy



### Our School Vision Statement

*BRINGING LEARNING to LIFE*

*We are a school dedicated to creating an environment where children are able to grow into happy, well-rounded individuals with a love of learning through which they can achieve to the best of their abilities.*

*We want our pupils to enter the wider world as*

- o Happy, positive individuals*
- o Responsible citizens who make a positive contribution*
- o Confident, resilient, healthy & life-long learners.*

**D - Determination**

**A - Ambition**

**R - Resilience**

**E – Enjoyment**

**T - Trust**

**O - Openness**

## **Rationale and Ethos**

History is a subject that fires children's imagination, stimulates a life-long enjoyment of the subject and promotes an understanding of the relationships between the past and the present. Children develop a sense of identity and a cultural understanding based on their historical heritage. Thus, they learn to value their own and other people's cultures in modern multicultural Britain and, by considering how people lived in the past, they are better able to make their own life choices today. History is concerned with the study and understanding of the past and its relationship to the present. It helps children appreciate the history of their immediate environment and the history of the wider world giving them a sense of their own experience and place in local, national and international contexts.

## **Aims of the Curriculum at Yorke Mead**

The curriculum at Yorke Mead is intended to ensure each child:

- Develops high self-esteem, confidence and a true feeling of self-worth
- Develops a lively, enquiring mind and life skills so that he/she will have the ability to experiment, investigate, take risks, challenge, discriminate and make informed choices
- Is enriched, motivated and challenged by a broad and balanced curriculum and recognises the value of all areas of learning, including literature, sciences, the arts and humanities.
- Is valued for their individual contributions, recognises their role and develops a positive attitude towards everyone in the life of the school and community.
- Develops the positive skills and attitudes necessary to work both independently and collaboratively.
- Will be given equal opportunities to participate in all aspects of school life, with high expectations and ambition for every child and appropriate levels of challenge and support to enable them to achieve.
- Develops an understanding and respect for other races, cultures, gender, people with disabilities, religions and associated points of view.
- Understands the importance of and develops responsibility for keeping themselves physically and emotionally healthy
- Acquires a set of moral values and attitudes including honesty, respect, sincerity, trust and personal responsibility.
- Is supported in their spiritual, moral, social and cultural development
- Is equipped with the knowledge and cultural capital they need to succeed in life

## **Aims of the History Curriculum**

History is taught with the aim of exciting and enthusing pupils about the World around them, the people who live in it and their intricate pasts. Cross-curricular opportunities are endless. History encourages pupils to engage readily with their learning and they will find themselves departing school armed with the rounded skills of social, cultural and moral awareness.

The aims of History in our school are:

- to foster in pupils an interest in the past and to develop an understanding that enables them to enjoy all that History has to offer;
- to enable pupils to know about significant events in British History and to appreciate how things have changed over time;
- to develop a sense of chronology;
- to know and understand how the British system of democratic government has developed and, in so doing, to contribute to a pupil's Citizenship education;

- to understand how Britain is part of a wider European culture and to study some aspects of European history;
- to have some knowledge and understanding of historical development in the wider world;
- to help pupils understand society and their place within it, so that they develop a sense of their cultural heritage;
- to develop in pupils the skills of enquiry, investigation, analysis, evaluation and presentation.

## Curriculum Design

The history curriculum is planned around the outcomes stated in the National Curriculum for each key stage and the EYFS goals. The children embark on a broad and balanced programme that takes into account all abilities and developments of each child. The children will learn a range of skills, concepts, attitudes and methods of working.

### How the history curriculum meets the needs of children at Yorke Mead

History teaching at Yorke Mead focuses on enabling pupils to think as historians. We place an emphasis on examining historical artefacts and primary sources. In each key stage, we give pupils the opportunity to visit sites of historical significance or immerse ourselves in a topic through topic days. We encourage visitors to come into the school and talk about their experiences of events from the past. We recognise and value the importance of stories in history teaching and we regard this as an important way of stimulating interest in the past. We focus on helping pupils understand that historical events can be interpreted in different ways and that they should always ask searching questions, such as 'how do we know?', about information they are given.

Our aim is to develop the children's knowledge, skills and understanding in history and we use a variety of teaching and learning styles in our history lessons. We believe in whole-class teaching methods and combine these with enquiry-based research activities. We believe children learn best when:

- They have access to, and are able to handle artefacts
- They go on visits to museums and places of interest
- They have access to secondary sources such as books and photographs
- Visitors talk about personal experiences of the past
- They listen to and interact with stories from the past
- They undertake fieldwork by talking to family and older friends about changes in their own and other people's lives
- They use drama and dance to act out historical events
- They are shown, or use independently, resources from the internet and videos
- They are able to use non-fiction books for research
- They are provided with opportunities to work independently or collaboratively, to ask as well as answer historical questions.

### How the history curriculum supports the development of children's reading

Becoming an historian actively promotes the skills of reading, writing and speaking and listening. Some of the texts we use in English are historical in nature of tell a historical story. Children begin by learning key vocabulary and having various opportunities to talk and explore. Children develop their writing ability by being given cross curricular opportunities to write.

### How the history curriculum supports children's spiritual, moral, cultural, social development

**Spiritual** – Children are given opportunities to work collaboratively and cooperatively therefore supporting their ability to reflect on their thinking and the thoughts of others.

**Moral** – Children are given the opportunity to discuss moral questions or what is right or wrong.

**Cultural** – History gives children the opportunity to understand that cultural heritage can be enriched by the multi-cultural society of today.

**Social** – Children are given plenty of opportunities to use their social skills through team work. From a young age, the children are taught to respect others opinions and beliefs. We encourage empathy, reflection and compassion.

## How the history curriculum supports children’s emotional well being

Understanding the past helps children to understand their present. Learning to reflect on events, and learn from these, is an important life skill and it will help children in managing their own lives. The power in history often comes in being able to offer opinions on events that have occurred and helps children to understand how change can be brought about.

SMSC	British Values	Character Education	Cultural Capital	5 Ways to Wellbeing
Spiritual, Moral, Social & Cultural Development				
Social development. Awareness of cultural development.	All British values are taught through history.	Enabling children to grow into responsible, confident, respectful individuals.	Being given the opportunity to embrace cultural differences.	Connecting with peers and other. Taking notice by using observation skills. Learning.

## Organisation and planning

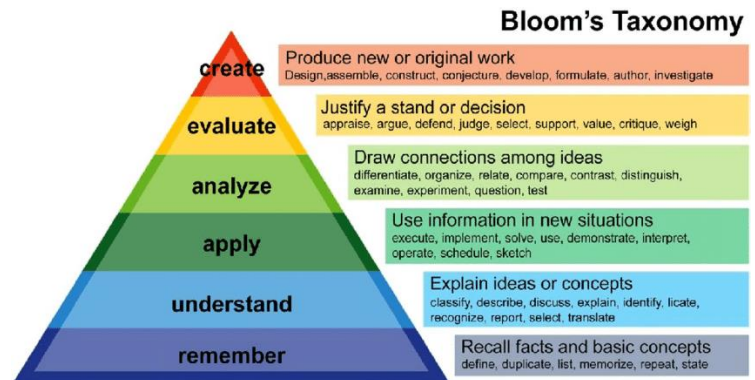
### Organisation

At Yorke Mead we value the team approach and with this in mind we aim to group subjects together so that consistency across similar subjects is maintained as far as possible. This also means subject leaders are not working in isolation.

History is part of the **Explore** team along with **Geography, RE and French.**

### Planning –

Teachers at Yorke Mead are provided with a broad long term plan by subject leaders outlining the curriculum content and learning intentions to be covered throughout the year. It is the teachers’ job to outline the delivery of this curriculum in a detailed medium term plan, which may be paper format or powerpoint in style depending on the preference of the teacher. There is no need for teachers to produce individual lesson plans for history, which again may be paper or power point format. The purpose of this is to manage workload of the teachers and to ensure that time spent on planning is the most purposeful it can be to meet the needs of the teachers and the children.



In planning units of work teachers are mindful of the **Bloom’s Taxonomy**, recognising that we cannot expect children to apply or analyse skills or knowledge unless we have given them time to both remember and understand this. Bloom’s also supports differentiation of learning within the curriculum.

### Progression and Sequence of Learning

The history curriculum is taught through a topic and skills based approach, which is carefully planned and sequenced to ensure children build upon the skills previously taught. Our long term plans map out the skills and themes covered for each term and ensure an appropriate balance and distribution across the year.

### Early Years

All aspects of our curriculum for Key Stage One and Two build from the Early Years curriculum, which is centred around the needs and interests of the Early Years children at Yorke Mead. Whilst this policy is relevant to all stages of education at Yorke Mead it is essential this is read in conjunction with the EYFS policy.

This history curriculum policy should be read in conjunction with the following policies:

- Yorke Mead curriculum policy
- Teaching and Learning Policy
- Early Years Foundation Stage (EYFS) Policy
- Personal development at Yorke Mead

## **Assessment for Learning**

Assessment is an integral part of the teaching process. Assessment is used to inform planning and to facilitate differentiation. The assessment of children's work is on-going to ensure that understanding is being achieved and that progress is being made. Feedback is given to the children as soon as possible, and marking work will be guided by the school's Marking Policy.

Children will build a record of skills covered, this will be recorded in their topic books but also English books if the work is cross curricular.

At the end of the year, teachers will complete a final assessment of the children in all foundation subjects. This is then handed to the next teacher for analysis and further planning.

## **Inclusion**

Teachers set high expectations for all pupils. They will use appropriate assessment to set ambitious targets and plan challenging work for all groups, including:

- Currently higher attaining pupils
- Pupils with low prior attainment
- Pupils from disadvantaged backgrounds
- Pupils with SEN
- Pupils with English as an additional language (EAL)

Teachers will plan lessons so that pupils with SEND can study every National Curriculum subject, wherever possible, and ensure that there are no barriers to every pupil achieving.

Teachers will also take account of the needs of pupils whose first language is not English. Lessons will be planned so that teaching opportunities help pupils to develop their English, and to support pupils to take part in all subjects.

Further information can be found in our statement of equality information and objectives, and in our SEN policy and information report.

## **Safeguarding and Safe Practise**

In all areas, at all times, staff at Yorke Mead are aware of safeguarding responsibilities and health and safety. Some aspects of learning naturally require greater need to be aware of planning for safe practise than others. Where there is any form of risk to children staff will have completed a risk assessment to manage this risk and ensure procedures minimise or remove the risk. The school has a number of generic risk assessments to cover those aspects where risk will be evident at all times such: Classroom, travel (for off-site visits).

There are times when children may be more likely to disclose a safeguarding concern, for example as part of History (*Growing up and talking about their lives*). Should there be a concern or disclosure from a pupil, staff will always follow the school safeguarding policy.

## **The role of the history subject leaders**

Subject Leaders will ensure that the school curriculum is implemented in accordance with this policy and specific subject and that:

- All required elements of the history curriculum have aims and objectives which reflect the aims of the school and indicate how the needs of individual pupils will be met.
- Long term planning is available for history to support individual teachers in their planning
- The amount of time provided for teaching history is adequate and the curriculum meets the aims and objectives for each year group.
- Standards within the history are monitored, meet the expectations and that the head teacher and phase leader is informed of any concerns around this.
- Resources required to deliver the history curriculum are available and accessible to staff.
- The policy and practise within history is updated to reflect current educational research in consultation with the Head teacher, SLT and governors.
- Supporting staff to have the pedagogical understanding necessary to successfully teach the history curriculum, and any required training is brought to the attention of the senior leadership team.
- The school's procedures for assessment meet all legal requirements
- Where appropriate, the individual needs of some pupils are met by permanent or temporary disapplication from all or part of the National Curriculum, allowing the most appropriate individual curriculum needs to be met in consultation with the Head teacher and school SENDCo.
- Proper provision is in place for pupils with different abilities and needs, including children with SEND policies.
- Link governors are kept up to date with policies and procedures linked to history.

**This policy should be read in conjunction with the Yorke Mead Curriculum Policy. The following sections are as listed within this policy:**

- **Legislation**
- **Roles and responsibilities**
- **Monitoring, reporting and evaluation**

### **Policy Review**

This policy will be reviewed every three years by the headteacher, senior leadership team and governor curriculum team. At every review, the policy will be shared with the full governing board.

### **Links with other policies**

This policy links to the following policies and procedures:

- Teaching and Learning Policy
- EYFS policy
- Assessment policy
- SEN policy and information report
- Equality information and objectives
- Inclusion Policy
- Relationships Education, Sex and Relationships Education (SRE) and Health Education Policy
- Pupil Premium Policy

Appendices

*Please attach in the appendices a copy of the following:*

*Long term plan history curriculum*