

# Zetland Primary School



1859

## Curriculum Policy History



IRONSTONE ACADEMY TRUST

## **Purpose of Study**

*A high-quality history education will help pupils gain a coherent knowledge and understanding of Britain's past and that of the wider world. It should inspire pupils' curiosity to know more about the past. Teaching should equip pupils to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. History helps 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.*

*(Primary National Curriculum September 2014)*

## **Vision for the Subject**

The intention behind the teaching of History at Zetland Primary School is to foster curiosity and enthusiasm for knowledge about the past. We want to build confidence to allow our children to ask and answer questions to allow them to learn more about Britain's past and also history of the wider world. Children will be encouraged to bring their own experiences and opinions into the topic and draw links and comparisons between the known and the unknown. Focus enquiry questions shared by teachers and pupils will help to guide and personalise different topics to ensure that the content remains exciting and motivating for the pupils. Our curriculum is carefully considered so that it flows effectively through school, with strong links to local history. We visit local historical sites such as Kirkleatham Museum, The Lifeboat Museum, Beamish and The Ironstone Museum. We teach children the sense of chronology and refer to different events in relation to each other so children can see the links explicitly. The children learn to value their own and other people's cultures in modern multicultural Britain. By doing so they consider how people lived in the past and they are better able to make their own life choices today. In our school, History makes a significant contribution to their understanding of British values by teaching about how Britain developed as a democratic society. We teach children to understand how events in the past have influenced our lives today; we also teach them to investigate these past events and, by so doing, to develop the skills of enquiry, analysis, interpretation and problem solving.

This policy should be read in conjunction with the Programmes of Study for History in the National Curriculum, which set out in detail what pupils will be taught. This policy is intended for all teaching staff.

## **Aims**

The main aims in History are for children to:

- develop enthusiasm and interest for the subject through well-planned, engaging lessons.
- 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.

These can be met if we enable children to

- Study everyday life and the culture of people in the past and make comparisons with their own lives and experiences.
- Compare a range of historical events to gain knowledge of change and the evolution of life styles.
- Understand chronology and the passing of time.
- Recognise that some things change and others remain the same.
- Develop awareness that historical events often have more than one cause and consequence.

## **Curriculum Design and Organisation**

To provide adequate time for History units are timetabled with a cross-curricular emphasis. This in turn is linked to a two-year rolling program of topics in order to facilitate cross-curricular teaching. Objectives might be pursued in a History lesson or through other subjects such as Literacy. The aforementioned topic based rolling program is linked to the National Curriculum Design and Organisation.

Staff currently follow teaching units which are manageable and coherent. Teaching units have been organised to ensure curriculum continuity and progression of children's learning.

Medium and short term planning – 'Matters, skills and processes' (MSPs), learning objectives and outcomes for each topic, and suggested activities, are planned for each history topic. Enquiry questions are used as a basis to develop understanding.

Each teacher is responsible for their planning. The types of planning are:-

- Long term - Deciding the order of units to be taught within the two-year rolling program and the specific year.
- Medium term - Deciding on the MSPs and learning objectives to be taught in a unit and time allocation for each.
- Short term - Deciding on how individual objectives will be taught.

Applying assessment for learning in order that children understand the specific success criteria for each lesson. Identifying activities and resources required etc.

Planning sets clear learning objectives and child friendly success criteria, thereby ensuring children reach achievable goals. Work is differentiated where necessary and matched to pupils' abilities, experience and interests. Planning should ensure progression, continuity and subject coverage throughout the school.

## **Early Years Foundation Stage**

The classes are organised to promote social skills and the development of historical language and understanding. Pupils currently follow the Early Years Curriculum for 'Understanding of the World'.

## **Key Stage One**

Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. They should use a wide vocabulary of everyday historical terms. They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. They should understand some of the ways in which we find out about the past and identify different ways in which it is represented.

## **Key Stage Two**

Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and

organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources.

## **Key Teaching Principles**

Blocks of time (1-1.5 hours/week) are timetabled for each unit in a given year, but teachers might choose to explore a unit in a cross-curricular approach or through an intensive project over several longer sessions.

The scheme of work gives all essential learning objectives through key questions. Each topic may be tackled in any order providing that all units for that key stage are covered. Careful consideration has been given to the best time to teach each topic based on wider curriculum coverage. All phases have a rolling two-year programme of study for all curriculum subjects shown on a curriculum map.

The study of History gives opportunities for whole class work, small group and individual study. Historical knowledge, skills and vocabulary are reinforced through whole class teaching. Group and individual investigations should be fed back and discussed by the whole class.

## **Assessment and Moderation**

The assessment of pupil's work within History provides information:

- To communicate achievement to pupils, parents and teachers, (and provide opportunities to celebrate and reflect on this) and
- To identify areas for further development.
- To help plan for progression and continuity and to inform planning for future work of whole classes and individuals.
- To evaluate the effectiveness of teaching and learning in History.
- To detect or diagnose differences experienced by individual pupils in the subject.

Whilst most assessment will be on going, summative assessments in the form of quizzes and tests are a component of Key Stage 2.

Contexts in which children are given opportunities to achieve include activities resulting in oral or written outcomes, project material, models, practical fieldwork, role-play, ICT work, observations, recall and display work.

Assessment will take place at three connected levels: short-term, medium-term and long-term. These assessments will be used to inform teaching in a continuous cycle of planning, teaching and assessment.

**Short-term assessments** will be an informal part of every lesson to check pupils' understanding and give information, which will help teachers to adjust day-to-day lesson plans.

**Medium-term assessments** will take place after the completion of each topic from the Programme of Study.

**Long Term Assessments** will take place towards the end of the school year to assess and review pupils' progress and attainment. Teachers will draw upon their class record of attainment against MSPs, key objectives, supplementary notes and knowledge about their class to produce a summative record. Information will be reported to parents and each child's next teacher.

## **Supporting Specific Learning Needs**

Where possible more able pupils will be stretched through differentiated group work and extra challenges. When working with the whole class, teachers will direct some questions towards the more able to maintain their involvement. Very occasionally special arrangements will be made for exceptionally gifted pupils e.g. they may

follow an individualised programme with more challenging problems to tackle. Teaching Assistants may be used to provide challenge through group work.

## **Curriculum Links**

At Zetland Primary, our History is delivered in a topic based cross curricular context which helps pupils to see the purpose for their learning in different subject areas.

History contributes to many subjects within the primary curriculum and opportunities will be sought to draw experience out of a wide range of activities, including fieldwork. This will allow children to begin to appreciate and understand History in real contexts.

## **Wider Opportunities for Learning**

Many of the topics within the scheme provide opportunities for teachers to set worthwhile tasks that can supplement or be completed outside normal teaching time. These could be given as homework. These may include:

- Short and focused activities that will be referred to and valued in future lessons.
- Using outside resources as a research tool - local library, museums etc.
- Completing questionnaires (e.g. Year 5 — Britain since 1950).
- Visits and visitors

Visits and visitors can be used to enhance children's understanding of each topic throughout the scheme of work. Visits can bring facts to life for most children, and will help them to visualise any areas of study.

## **Use of ICT to support learning**

ICT will be used in various ways to support teaching and motivate children's learning. Children will be given opportunities to demonstrate their ICT knowledge and skills and apply these in the context of specific Historical settings. ICT includes the computer, DVDs or videos, Digital camera and audio-visual aids. ICT will be used in History lessons when it is the most efficient and effective way of meeting the lesson objectives.

The use of ICT can help children's learning in History. It is used to:

- enhance their historical enquiry skills
- assist all aspects of enquiry e.g. data collection, presentation/web site research etc.
- provide a range of information sources to enhance historical knowledge
- support the development of their understanding of historical patterns and processes e.g. simulations, comparisons of past and present
- provide access to images of significant historical items, people and place.

## **Resources**

There are a variety of resources currently available within school. These are predominately stored within classrooms as each phase has a rolling programme of study and therefore will return to topics previously covered.

## **Leadership and Management**

### Role of the Subject Leader

- Ensure teachers are familiar with the policy, and aims and objectives of History and help them plan lessons.
- Take an active role in preparing, developing and updating the History policy and scheme of work.
- Keep up to date with current educational ideas and development within the area.
- Attend appropriate INSET
- Discuss regularly with the Head teacher the progress of implementing the policy in the school.

### The Role of the Teacher

- To ensure the both the planning and delivery of the History curriculum for their class.
- To ensure that pupils' progress is assessed and monitored closely to ensure progress.

- To differentiation activities accordingly. Children who require extra support are selected by class teachers, but support and advice is always available from the SENDCo and SLT members when required.

#### Role of the Head Teacher

- To lead, manage and monitor the implementation of this policy, including monitoring teaching plans and the quality of teaching in classrooms.
- Keep the governing body informed about changes to this policy.
- Ensure that History remains a high profile in the school's development work.

## **Monitoring and Evaluation of the Subject**

Methods of evaluation will include:

- assessing pupil's work and achievements
- reviewing coverage of Programmes of Study and MSPs
- analysis of teacher planning
- staff discussion
- external advice.
- discussion with pupils

The History leader will work closely with other members of staff to complete peer observations, in order to monitor the effective planning, delivery and assessment of the school's provision of history. Examples of planning and children's work will be discussed and analysed. Feedback will focus on the effectiveness of the planned work and recommendations made for future improvement.

## **Parental Engagement**

Parents are shown History work as part of Parents' evening. Children are given History tasks to complete as part of their homework. Parents are sometimes invited to attend a 'homework showcase'. Children are rewarded for their efforts through the Marvellous Me app. Homework is available on our online platform 'Seesaw' and responses are shared with the class regularly.

## **Equal Opportunities**

When History is taught the teacher ensures that children of different genders, race and disabilities are treated equally, with equal access to resources and learning opportunities. Teachers should use range of teaching and learning styles to ensure children are taught in ways suitable to their needs. At times it will be necessary to positively discriminate for pupils with a specific difficulty e.g. sight or hearing impairments, this could be via teacher or teaching assistant support or via modified resources (e.g. large print, coloured acetates, IT programmes etc.). For further details please see separate policies for Equal Opportunities, Gender, Race and Disability.

When planning it is important to ensure that there is no bias towards a particular gender, race or social class.

#### **Policy amended:**

April 2022 – A Herd