



Pikes Lane Primary School History Policy

LEADING SCHOOL | LEARNING SCHOOL | INCLUSIVE SCHOOL | HEALTHY SCHOOL | EXTENDED SCHOOL | REFLECTIVE SCHOOL

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Linked Governor Sub Committee: Curriculum, Standards and Wellbeing



Intent

History forms an important part of the whole curriculum at Pikes Lane. We aim to fire pupils' curiosity about the past in Britain and the wider world. We want pupils consider how the past influences the present, what past societies were like and what beliefs and cultures influenced people's actions. We aim for them to explore the diversity of human experience throughout the ages and use this to understand more about themselves as individuals and members of modern society.

Our History intent is to:

- Develop an understanding of the past through reverse chronology
- Link their learning to the golden threads
- Understand and know their rights and how these were shaped by the events of the past
- Engage deep thinking, discussion and debate on historical topics through 'big questions'
- Be confident with historical skills like research, comparison and using pertinent historical vocabulary

Statutory Requirements

The statutory requirements for the teaching and learning of History are laid out in the National Curriculum History document (2014) and in the Understanding the World section of the EYFS Development Matters document.

Implementation

Reverse chronology

At Pikes Lane we understand the importance of teaching chronology and have used this as a driving force when mapping out the history curriculum. We have decided to use a reverse chronological approach throughout the whole school. This is to ensure children are aware of the time scale of when major events and periods of history took place. We also believe that a reverse chronological approach will help ensure that the pupils will leave primary school with a secure understanding of how historical events and periods influenced and impacted each other. By the time our children reach Year 6 they will then be equipped to look at periods of history which overlap.

Teaching and Learning

History is taught across each term and fits thematically with other foundation subjects when appropriate links can be made. These will be driven by an open ended 'big question' to allow for discussion and debate on historical topics. When this isn't possible, History may be taught in a more discrete way. Links are made to the Rights Respecting School articles e.g. the right to leisure, play and culture, which is particularly pertinent to the History curriculum. In addition to this, the Golden Threads are woven throughout. These are responsive to the needs of our pupils and the context of the school.

Teachers are to use a variety of different ways to teach history to ensure full engagement and enjoyment from all pupils.

- Enquiry based work
- Timelines
- Use of artefacts from Bolton Library and Museum services

- Class discussions
- Use of visual stimulus to prompt discussions
- Outdoor learning
- Knowledge organiser
- Online learning (iPads)
- Socratic seminars
- Writing opportunities
- Reading linked to history topics
- Vocabulary work
- Role Play
- Trips and visits

Time Allocation

There should be 1 allocated History lesson (1 hour) per week and links made where possible in other subjects e.g. reading.

Planning

Planning for History follows the National Curriculum and the foundation stage Early Learning Goals. Class teachers are responsible for weekly planning. They use a range of summative and formative assessment strategies to inform this planning and where necessary, planning across parallel year groups differs to reflect the differing needs of cohorts. Planning is saved using Showbie and is based on the History long term planning document. 'Key Stage History' is also a useful resource that is available to support planning.

Recovery Planning 2020

Due to the school closures, Pikes Lane have implemented a recovery curriculum to support children in their learning. Missed knowledge and skills have been mapped across the school and strategies put in place to fill gaps e.g. spaced retrieval, frequent low stake quizzing, starters etc. Children are also being supported through periods of isolation through home learning provision and individual next steps and interventions by support staff in class.

Assessment

This is an integral part of the learning process and is used to gather evidence of pupils' attainment. It is essential to the maintenance of continuity and progression. We identify assessment opportunities when planning activities and through this are able to monitor, identify and establish the progress of learning and future needs of the individual.

Assessment for learning (AFL) is importantly throughout the planning, teaching and learning cycle. Key Historical knowledge is taught to enable and promote the development of children's skills as a historian. Assessment is supported by use of the following strategies:

- Knowledge organisers: children to self-assess on the key vocabulary before the topic starts to highlight (in green) what they already know and revisit regularly to highlight words they have learnt during lessons in another colour.
- Big questions: big questions relating to the knowledge and skills taught in the topic to allow depth in children's understanding and open up opportunity for discussion. The big questions are to be asked at the beginning of the topic, throughout and then again at the end. Progress will be evident as the knowledge and skills are taught throughout
- Pre – learning tasks: tasks to be chosen carefully by looking at the knowledge and skills to be taught for that topic (look at the National Curriculum and the geography curriculum

overview) and see what the children already know before the topic is even taught. Children to revisit throughout topic and at the end with a green pen to show what they have added to the pre – learning tasks as knowledge and skills are taught to evidence progress.

- Teachers to give students effective verbal and written feedback where possible
- To use differentiated, open – ended questions that give opportunity for discussions and require children to explain and unpick their understanding

Equal Opportunities

We have high expectations of all children and provide opportunities for all pupils to achieve in History including those with special educational needs, disabilities and those from all social and cultural backgrounds. We provide children with challenging and meaningful work related to the National Curriculum for History. It is taught according to needs of individual and groups of children and differentiation is evident in thematic planning. Reverse Chronology, a carefully mapped curriculum and a focus on spaced retrieval ensures teachers have a clear understanding of prior knowledge to enable them to meet the needs of all children. We are also committed to providing enriching experiences in History and use our Golden Threads and Rights Articles to ensure that our curriculum meets the needs of our pupils and our specific context. See *Equal Opportunities Policy* for more information.

S.E.N.

At Pikes Lane we thrive in ensuring all children are able to access their learning. In History, we aim to make certain lessons are differentiated to assist in children's learning in terms of:

- learning outcomes
- vocabulary
- tasks
- teaching methods
- resources

Tasks can be broken down into smaller steps, giving children achievable goals. Vocabulary needs to be pre – taught and visuals/ word banks made available in lessons either in books or on 1:1 iPads. In Early Years and KS1, children are encouraged to work practically and teaching staff to evidence learning on Earwig using the appropriate hashtags (#history).

Children with special educational needs in KS2 to have the opportunity to work more practically and evidence their learning through their online Pikes Lane Learning Journey on the iPad. This will make learning more accessible and give children the resources to evidence through voice notes and images. Please see *SEND/ Inclusion policy* for more information.

Leadership of History

Monitoring and Evaluation

The monitoring and evaluation of History teaching throughout the school is the responsibility of the History subject leader, SLT and Governors. This will be achieved in a variety of ways:

Classroom observation, monitoring of planning, book scrutinies and discussions with children. Twice yearly, assessment outcomes of pupils will be discussed during pupil progress meetings.

Role of the Subject Leader

The coordinator is responsible in leading History throughout the school. This includes:

- Ensuring continuity and progression from year group to year group through monitoring books and planning
- Guiding colleagues with how History should be taught through regular professional development meetings around History and updating them on any changes
- Advising on training needed and booking staff on appropriate courses
- Assisting with buying and maintaining resources
- Assisting and supporting colleagues in the implementation and assessment of History throughout the school
- Updating staff members of the apps/ websites that help to support planning, teaching and learning

Professional Development

Professional development takes place on an individual and whole-school basis. The subject leader attends relevant training and informs all members of staff on the content of the course during CPD updates in staff meetings. Staff also attend training if it is identified as a priority for their professional development or specifically related to their year-group. Links are also being developed with other schools to enable learning to take place from and between colleagues. Support staff are included in training.

Key Stakeholders

Home/ School Partnerships

At Pikes Lane, we put great value on developing a close partnership between school and home as we believe this has a very positive effect on children's learning. Parents are invited to attend parent conference sessions with their child twice yearly, where their learning and progress in History is shared. Parents also receive an annual report detailing their child's attainment in History and giving targets for further development. History home learning is also sometimes given to children that consolidates skills that have been taught.

Partnership with Other Agencies

Pikes Lane values the support given by the LA advisory team and works with them where possible. The school is also developing links with local schools in the cluster and PASS to share good practice and development work and training.