

History

Subject Policy



Our School Vision

Our vision is that all children at East Markham Primary School will be happy, successful learners who believe in themselves and achieve their full potential. With this always in mind, our school motto is '**Believe, Achieve, Succeed**'.

Intent:

Studying History provides pupils with a context to enable them to understand themselves and others: developing an ability to value other cultures and creating a sense of identity and an awareness of their role within the wider community.

Within the history curriculum, models of good and responsible citizenship are revealed and pupils are also encouraged to learn from the mistakes of others. History inspires curiosity and equips children to ask perceptive questions, think critically, consider evidence, pose arguments and develop perspective and judgement. We aim to provide a high-quality history education that supports children's growth as open and reflective citizens in a modern world.

At East Markham Primary School, the history curriculum will:

- engage and inspire children to find out more about the events and people of the past in a supportive and collaborative learning environment.
- support children to become fluent in using methods of enquiry, interpretation and communication.
- teach children how to make connections and draw contrasts.
- enable children to gain historical perspective by placing their growing knowledge into different contexts.
- create regular opportunities to share their historical thoughts and ideas in a clear and coherent manner; using historical terms.
- refer to prior and future learning so that children can make links across topics and year groups.

Implementation

We believe it is important to have high expectation for all pupils, so they are taught in mixed-ability groups where children can share or be exposed to the knowledge, skills and discussion relevant to their age.

Children are taught about historical periods of time in a topic-based approach, where teachers ensure the progression of historical skills and knowledge. The units taught across school cover the history of global, national and local communities to ensure children develop an awareness of the world around them and how it has changed over time. Children are encouraged to investigate actions of the past to help them understand how different perspectives can change how we perceive historical events.

Using research into the work of cognitive load, we understand the importance of children building a solid base of knowledge, which is embedded before they are asked to complete complex tasks.

Children will be:

- offered discussion opportunities to share their thoughts and ideas
- taught through a variety of activities to adapt to learning styles and preferences
- offered support and resources, tailored to their individual needs, to enable them to access learning in the classroom
- given opportunities to learn beyond the classroom

- expected to deepen their learning, including those working at greater depth

'Pupil offer'

- All children will have access to educational visits with a history focus during their time at East Markham Primary School.
- Children with SEND will be supported and stretched appropriately
- The activities in the classroom will be adapted to ensure children with specific needs have the same learning opportunities

Actions undertaken to support an ambitious and effective teaching sequence:

History Lead:

- History lead reviews the long-term plan for history across school to ensure continuity and progression of historical knowledge skills and vocabulary.
- The history curriculum is adapted to include teaching around diversity and contrasting perspectives so children can gain a wider understanding of historical events.
- Trips are organised (at least every other year) to offer access to historical off-site visits, with cross-curricular links made where possible.
- The history curriculum is adapted where necessary, to meet the needs of specific individual or groups, or to ensure embedded prior learning before moving on to current learning.

Class teachers:

- Planning is supported and resources collated by the history lead and class teachers.
- Emphasis is placed on examining historical artefacts and primary sources when possible and teachers to encourage discussion using learning from across the key stage.
- Inclusive and exciting learning experiences are delivered, which address the needs of all pupils and include opportunities for pupils to gain greater depth.
- Well-structured, relevant and focused classroom activities are provided – involving interaction and dialogue in whole class, small group or paired activities.
- Staff are encouraged to invite visitors, where possible, to support with local historical learning.
- The encouragement of discussion, questioning and the sharing of ideas and interpretations adds to both the richness of the teaching and learning environment.
- Working walls should reflect the knowledge progression from lesson to lesson and refer to prior/future learning opportunities.
- Formative assessment strategies should be used as a to support planning and ensure all children have the prior knowledge needed to progress.
- Summative assessments will be used to assess 'sticky' knowledge (learning that has been embedded in the long-term memory).

Resources

Staff are able to use a variety of teaching resources and activities to support children's learning.

Lessons must include:

- recap of previous knowledge
- links to prior and future learning
- activities that are adapted to ensure learning opportunities for all children

Cross-curricular links

Links between the history topics and the English Writing curriculum have been explicitly made, using Grammarsaurus texts.

	<p>Children will develop respect for others by developing respect for others' points of view amongst peers as well as developing respect for the opinions of others, throughout history.</p> <p>Children will come across opinions or perspectives that they don't agree with, allowing them to develop their ability to demonstrate respect within a debate.</p>
	<p>Children will develop resilience against events and attitudes that they don't agree with.</p> <p>Children will encounter different viewpoints that they don't agree with, needing resilience to have the discussion about how their view is different.</p>
	<p>Children will use their courage to uphold their own opinions in a public forum. They will also show courage when the evidence they have encountered changes that viewpoint. Being able to explain how your mind has been changed, using evidence, takes courage.</p>
	<p>Children will use empathy when discussing life-changing events for people or whole communities. They will consider how it must have felt, whether they agree with the reasons behind the action or</p>
	<p>It is our hope that will excellent quality first teaching, pupils develop a thirst for developing their passion as artists, designers and see the value of the skills honed by this subject, whichever field they choose to steer towards. Each teacher will have prepared something about the subject which they are passionate about into their planning and teaching every year.</p> <p>Art gives all pupils the opportunity to develop in unique and personal ways that reflect their inner passions and interests.</p>

Impact

- Children are excited about their learning.
- Children are able to demonstrate 'sticky' history learning
- Children show clarity and confidence when discussing, questioning, interpreting and sharing ideas
- Children are aware that history can be seen from different perspectives.
- Children can make links to prior and future learning.
- Children use vocabulary linked to history confidently.
- Staff feel confident to plan and deliver a clearly-structured and ambitious history curriculum.

This is monitored through:

- Book monitoring
To assess the quality and challenge of the work provided by teachers and the understanding of the task/information.
- Pupil interviews
To give children a chance to talk about their history lessons and provide feedback about learning
- Discussion with teachers about planning and teaching
Regular discussion opportunities to ensure the progression is clear and activities are varied to give children regular time for each of the four strands of knowledge and skill
- Lesson observations

To ensure teachers are confident with their subject knowledge and are teaching lessons using the given format that includes key vocab, references to prior/future learning, a

- Deep dive with SLT

Ensure the monitoring, documents and teaching are supporting the progress of the children in their history learning.