



Pilsley C of E Primary
History Policy
May 2021

Rationale and Ethos

At Pilsley C of E Primary School we are committed to providing all children with learning opportunities to engage in history. This policy sets out a framework within which teaching and non-teaching staff can work, and gives guidance on planning, teaching and assessment. It has been developed through a process of consultation with school staff and governors.

History is about real people who lived, and real events which happened in the past. History is concerned with sequence, time and chronology and is the study of evidence about the past; it gives us a sense of identity, set within our social, political, cultural and economic relationships. History fires the children's curiosity about the past in Britain and the wider world and plays an essential part in preparing us for living and working in the contemporary world. Pupils consider how the past influences the present, what past societies were like, how these societies organised their politics, and what beliefs and cultures influenced people's actions. As they do this, children develop a chronological framework for their knowledge of significant events and people. They see the diversity of human experience, and understand more about themselves as individuals and members of society. 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. What they learn can influence their decisions about personal choices, attitudes and values. In history, children find evidence, weigh it up and reach their own conclusions. To do this they need to be able to research, sift through evidence, and argue their point of view, which are key skills for their future.

Roles and Responsibilities

The **headteacher**, in consultation with the history leader and staff will:

- Determine the ways in which history supports, enriches and extends the curriculum.
- Decide on the provision and allocation of resources.
- Ensure that history is implemented in a way that achieves the aims and objectives of the school.

The role and responsibilities of the **History leader** is to:

- allocate and monitor the effective use of resources within a delegated budget.
- monitor standards to ensure high quality teaching and learning. This may include pupil discussion, work scrutiny, lesson observation and moderation of work.
- involve staff in the development of the subject within school.
- keep staff informed of developments within History.
- ensure the school follows National Curriculum guidelines.
- evaluate the needs of the school and develop plans to meet those needs.
- support the needs of staff in regards to History.

- promote a positive attitude to History across the school.
- integrate new resources into the curriculum and train staff to ensure confidence in their use.
- liaise with external groups and individuals in relation to standards in the subject, including the link governor.
- be accountable for the standards within the subject.

The role and responsibilities of **class teachers** is to:

- identify opportunities to embed history across the curriculum as appropriate.
- ensure at least an hour per week equivalent of curriculum time is dedicated to teaching the history curriculum.
- ensure reasonable adjustments are taken to ensure all pupils can access the history curriculum.
- evidence teaching and learning as appropriate to the scheme of work.
- Make informed judgements of pupil attainment in History.

Curriculum Design

Intent

Through the History Curriculum at Pilsley C of E Primary School, we strive to inspire a curiosity within our children. We aim to develop an understanding of British history and that of the wider world. At our school, we work together to develop an understanding of chronology, including a knowledge and understanding of how the local area (Chatsworth) has changed over time. The children are given the opportunity to examine, interpret and evaluate a variety of sources in order to make deductions about the past. Our children are taught to think and behave as historians and archaeologists. They are also encouraged to pose their own historical questions.

At Pilsley C of E Primary School, we investigate how and why the world has changed as well as what we can learn from the past to make the future a better place. British Values are woven into the History curriculum promoting values such as Mutual Respect, Tolerance and Individual Liberty. Themed lessons such as Black History, Remembrance and Significant Women promote such values. Themed days, visitors and school visits are used within our History curriculum to develop a deeper understanding of the time periods studied and to inspire the children, instilling a lifelong love of History.

Our topics are informed by the national curriculum, are sensitive to children's interests and are planned within the context of the local area. The History curriculum at Pilsley is carefully planned and structured to ensure that current learning seamlessly follows previous learning and that the school's approaches are informed by current pedagogy. In line with the National Curriculum 2014, the curriculum at Pilsley aims to ensure that all pupils: Gain a coherent knowledge and understanding of Britain's past and that of the wider world which helps to stimulate pupils' curiosity to know more about the past; are encouraged to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement; begin 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.

Implementation

Through high standards of teaching and learning, we implement a History curriculum that is progressive throughout the whole school. History is taught as part of our half-termly topics, focusing on knowledge and skills stated in the National Curriculum. At Pilsley C of E Primary School, we ensure that History is given the same standing in the whole school curriculum as the core subjects. We also feel it is of key importance that all children gain 'real-life' experiences in their learning, inspiring enthusiasm and improving knowledge and skills acquisition.

Teachers have identified the key knowledge and skills of each topic and consideration has been given to ensure progression across topics throughout each class across the school. By the end of Year 6, children will have a chronological understanding of British History from the Stone Age to the present day. They are able to draw comparisons and make connections between different time periods and their own lives. Interlinked with this are studies of world history, such as the ancient civilisations of Greece and the Mayans.

At Pilsley, cross-curricular outcomes in History are specifically planned for, with strong links between the History curriculum and morning Literacy lessons enabling further contextual learning. Our local area is fully utilised to achieve the desired outcomes, with extensive opportunities for learning outside the classroom embedded in practice. Planning is informed by and aligned with the National Curriculum. In addition, staff have access to the Cornerstones plans and resources, however, consideration is given to how greater depth will be taught, learnt and demonstrated within each lesson, as well as how learners will be supported in line with the school's commitment to inclusion. Outcomes of work are regularly monitored to ensure that they reflect a sound understanding of the key identified knowledge. Within our knowledge-rich approach, there is a strong emphasis on people and the community of our local area.

The Early Years Foundation Stage (EYFS) follows the 'Development Matters in the EYFS' guidance which aims for all children in Reception to have an 'Understanding of the world; people and communities, the world and technology' by the end of the academic year.

Overall, our History curriculum aims to excite the children and allow them to develop their own skills as historians.

Impact

Our History Curriculum is high quality and well planned to demonstrate progression. If children are achieving in line with our curriculum, they are deemed to be making good or better progress. In addition, we measure the impact of our curriculum through the following methods: a reflection on standards achieved against the planned outcomes and pupil discussions about their learning. Assessment for Learning is embedded in practice, with both staff and children continually reflecting on their learning, allowing for support and extension in both knowledge and skills.

At Pilsley, both summative and formative assessments in History are carried out by our class teachers. This is done informally during the course of teaching, through observation and questioning and at the end of each unit of work. Teachers complete pupil assessments in order to update the children's attainment and progress in relation to the program of study. These assessments are then used to assist in reporting to the parents and passed on to the subsequent class teacher to inform future planning. Termly observations are carried out by the subject co-ordinator, to assess children's progress and to suggest areas for development for staff, maintaining quality first teaching.

Outcomes in books evidence a broad and balanced History curriculum and demonstrate the children's acquisition of identified key knowledge. Children are actively encouraged to identify their own target areas, with support from their teachers through discussion. Children are also encouraged to record what they have learned comparative to their starting points at the end of every topic.

To summarise, we assess children's work in History by making informal judgements as we observe them during each History lesson. On completion of a piece of work, the teacher marks the work and comments as necessary, as per the whole school marking policy. At the end of a unit of work, the teacher makes a summary judgement about the work of each pupil if they have yet to obtain, met or exceeded the unit objectives based on those stipulated in the curriculum. We use this as a basis for assessing the progress of the child at the end of the year.

Every student has an equal right to a challenging and enlightening History curriculum. By teaching this subject to a high standard and developing effective, inquisitive learning behaviours in our children, we aim to inspire all children at Pilsley C of E primary to achieve their full potential. Children will leave Pilsley prepared for their future education and life beyond.

Home School Links

Our school website promotes the school and children's achievements as well as providing information and communication between the school, parents and the local community. Facebook is used to keep parents up to date in an accessible way. Texts and emails are sent to parents as reminders or to inform as an addition to sending letters home with children.

Safeguarding

In cases where there is a safeguarding risk, school safeguarding policy in relation to Keeping Children Safe in Education 2018 will be followed. All external contributors will be informed of our safeguarding policy prior to working with the children. We also recognise there may be disclosures that aren't safeguarding issues, but opportunities to support the child. If this occurs staff may refer to or suggest appropriate local or national support services or information for pupils and/or their families. If a question raises potential safeguarding concerns, staff should respond in a way that will allow them time to seek advice from the Safeguarding Lead or Deputy Safeguarding Lead by replying with for

instance: 'That is a really interesting question and I need time to think because I want to give you a proper answer.'

Equal Opportunities, Inclusion, Special Educational Needs and Disabilities (SEND)

Schools have a responsibility to provide a broad and balanced curriculum for all pupils.

We aim to encourage all pupils to reach their full potential through the provision of varied opportunities and differentiated lessons. Through the teaching of History we aim to develop awareness of ethnic, cultural and economic diversity of human society and to foster positive attitudes to all people. Care is taken when selecting source material that a range of perspectives and viewpoints are represented including those of men and women from different racial, national and religious groups. Care is also taken that societies are not just represented from the British perspective but also from their own. The importance of the pupils' own cultural background is recognised as a resource which may give an alternative perspective on events of the past as well as the present. The History co-ordinator will liaise with the SENCO to ensure that the children with SEN achieve their full potential in History lessons and activities.

Educational Visits

We aim to provide strong foundations for children's development of historical knowledge, skills and understanding, by making best use of primary and secondary resources in our local area. Educational visits to places of historical value will be used to support the pupils work in History. The learning process will be based on direct experience and practical activities and will take into account the pupils own interests, experiences and activities.

Links to Other School Policies

This policy should be read alongside the following policies:

- Marking and Feedback
- Assessment

Engaging stakeholders

This policy has been produced through engagement with the Headteacher, Governors and Teaching Staff. We will communicate with parents and carers through Pilsley's school website, Pilsley's Facebook Page as well as letters to parents and discussions during parent meetings. As a school we feel it is important to keep parents informed about what we will be discussing so that they can support their child's learning and answer any questions they may have at home. Outside visitors are used to enhance the History curriculum overall. Visitors are required to follow the ethos of this policy in line with Pilsley's School Visitors and Volunteers Policy.

History Policy review date

This policy will be reviewed in June 2023 by the History Lead. This will ensure that the policy continues to meet the needs of pupils, staff and parents and that it is in line with current Department for Education advice and guidance.

Appendices

Appendix 1: End of Key Stage Statements

Appendix 2: Key websites to support teaching and learning

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<https://www.gov.uk/government/publications/national-curriculum-in-england-history-programmes-of-study/national-curriculum-in-england-history-programmes-of-study>

Appendix 2: Key websites to support teaching and learning

<https://maestro.cornerstoneseducation.co.uk/library/2470>

<https://www.bbc.co.uk/bitesize/subjects/zkqmhyc>

<https://www.bbc.co.uk/bitesize/subjects/zcw76sg>

<https://www.twinkl.co.uk/>

www.horrible-histories.co.uk/

<https://www.natgeokids.com/uk/teacher-category/history/>