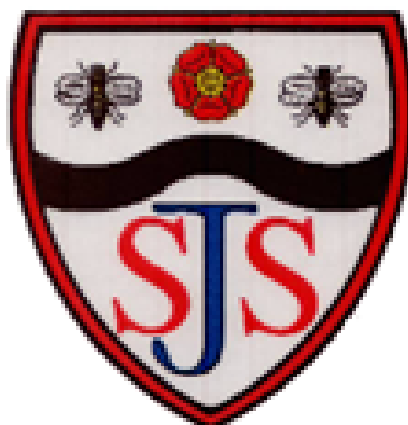


# Shadsworth Junior School

## History Policy



**Approved by:**

Jackie Gallagher

**Date:**

**Last reviewed on:**

Summer 2024

**Next review due by:**

Summer 2026

## Subject overview

At Shadsworth Junior School we aim to provide all children with learning opportunities to engage in history. This policy sets out a framework 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. 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 for their point of view – skills that are prized in adult life.

### Aims

The aims of history are:

- To instill in the children a curiosity and understanding of events, places and people in a variety of times and environments.
- To develop an interest in the past and an appreciation of human achievements and aspirations.
- To understand the values of our society.
- To learn about the major issues and events in the history of our own country and of the world and how these events may have influenced one another.
- To develop a knowledge of chronology within which the children can organise their understanding of the past
- To develop a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'
- To understand how the past was different from the present and that people of other times and places may have had different values and attitudes from ours.
- To understand the nature of evidence and develop the range of skills required to interpret primary and secondary source materials.
- To understand that events have a variety of causes and that historical explanation is provisional, debatable and sometimes controversial.

## **Curriculum**

Our children undertake a broad and balanced programme that takes account of abilities, physical, emotional and intellectual development. Through history the children learn a range of skills, concepts, attitudes and methods of working.

### **Key Stage 2**

During Key Stage 2 pupils learn about significant people, events and places from both recent and more distant past. They learn about change and continuity in their own area, in Britain and in other parts of the world. They look at history in a variety of ways, for example from political, economic, technological and scientific, social, religious, cultural or aesthetic perspectives. They use different sources of information to help them investigate the past both in depth and in overview, using dates and historical vocabulary to describe events, people and developments. They also learn that the past can be represented and interpreted in different ways.

### **Curriculum Coverage – Progression through the year groups**

Our History curriculum ensure that our pupils have many opportunities to make progress in history by knowing and remembering more history content. Through studies of significant people, events and time periods, children will secure their understanding of chronological narratives. Lesson activities will engage our children to discuss and develop their sense of curiosity about the past and their understanding of how and why people interpret the past in different ways. They will compare and contrast, making connections with significant aspects of the history of Britain and the wider world, as well as evaluating the impact and influence through time. Our children will develop enquiring minds to think critically about history and communicate their ideas confidently in styles appropriate to a range of audiences.

### **Diversity**

We believe that the History curriculum should be representative and inclusive for all learners, and reflect the make-up of British society today. It should take a multi-perspective approach to all units of work. History lessons should enable students to see their connection to the past and to understand their world today.

Our curriculum overview is designed to study not only British historical periods but historical periods from other cultures. It is also important that we study world history linked to the past of the differing cultures of our pupils and the differing make-up of British society today.

### **Teaching and Learning**

Our school uses a variety of teaching and learning styles in history lessons. Our main 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 to do that. We believe in whole-class teaching methods and combine these with enquiry-based research activities.

We believe our 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 interviewing family and older friends about changes in their own and other people's lives
- They use drama and Curious Minds 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.

### **SEND Provision**

We believe that creating a positive, supportive learning environment for all pupils without exception is key to historical success.

We recognise that we have children of differing ability in all our classes, and so we provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this through a range of strategies which are differentiated by task, resources, scaffolding, expected outcomes and/or support from peers or adults.

For our SEND pupils, class teachers and subject leaders will work closely with our SEND Coordinator to ensure that all SEND pupils are catered for appropriately during History lessons.

### **Assessment and Recording**

At Shadsworth Junior School assessment is an integral part of the teaching process. Assessment is used to check pupils strengths and to identify concepts that may need revisiting, or to make changes to future curriculum plans to address gaps if needed or 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.

We use Knowledge Organisers as a guide to our planning. Linked to the Knowledge Organisers, we devise our own quiz at the end of the unit based on what the pupils have learnt. The score the children get will be used in association with teacher assessment to grade each pupil with a working below year group expectations, working at the expected standard or working above the expected standard. This is recorded within a whole school spreadsheet designed for foundation subjects.

### **Monitoring**

Monitoring takes place regularly through sampling children's work; teacher's planning, through book scrutiny, talking to the children and lesson observations. We also plan for a Deep Dive Monitoring Day regularly to ensure that subject leaders have a current and up-to-date working knowledge of their subject across the school.

### **Leadership of History**

It is imperative that an outstanding subject leader takes a high level of control over their subject. Approximately three times per year, an Impact Statement will be prepared which details what are the intent/actions required for History within a set time period. This is followed by implementing the actions needed before analysing the impact. This on-going action plan ensures the constant review of History across all year groups. Regular staff training

is undertaken as is meetings with other History leaders. All of which guarantees that the subject leader has an up-to-date working knowledge of History within school, across BwD and nationally.

### **Ambassadors**

All classes have chosen pupils who have an interest and passion for History. These pupils meet every half-term to discuss what is happening in History and what will be happening which will then be fed back to every class.

### **Resources**

We have a wide range of text books and interactive boards to access the internet as a class. Visits are planned to enhance learning and give hands on activity. People with an interest, or expertise, in a particular topic or area of history could be invited into school to work with the children.