

History Policy

Aim

The aim of history teaching here at St Hilda's is to stimulate the children's interest and understanding about the life of people from the past. We teach children a sense of chronology, and through this, they develop a sense of identity and a cultural understanding based on the UK's historical heritage. Thus, they learn to value their own and other people's cultures in modern multicultural Britain and, by considering how people lived in the past, they are better able to make their own life choices today. We teach them to investigate past events and, by doing so, to develop the skills of enquiry, analysis, interpretation, and problem solving.

Intent

Intent – Strengths

At St Hilda's, we have designed our new History curriculum so that our children can develop their understanding of their own history in comparison to the wider world. We aim to provide a history curriculum that is accessible to all and aims to inspire pupils' curiosity of the past. We offer a curriculum which will maximise the outcomes for every child so that they know more, remember more and understand more. Our new curriculum is structured in a way that allows children to make links to previous and future learning, developing children's chronological knowledge and understanding of the past. The thread which links our curriculum together has been carefully selected to suit the needs of St Hilda's school and pupils. These are:

- Invasion
- Settlement
- Migration

We focus on these aspects in every History session throughout the school in addition to, celebrating and remembering the important events and lives of significant people in History.

This begins in year 1-2 developing an understanding of time within our parents and grandparent/ great grandparents' lifetime and how Oldham and its community has changed overtime. Then leads onto the wider world, Britain's History, The blitz and WWII and settlement and migration to Britain by year 6. Our hope is that our children may develop a broad knowledge of History through our intertwining and carefully adapted and planned curriculum. History topics will also overlap and interlink with other curriculum subjects throughout the year, enabling children to make links and revisit previously learnt knowledge.

At St Hilda's, we have designed our new History curriculum so that our children can,

- Gain a coherent knowledge and understanding of Oldham's past and that of Britain and the wider world which helps to stimulate their curiosity to know more about the past.
- Learn 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.
- To begin with the History of their lives, children develop a sound understanding of chronology to enable them to see themselves as a part of history.

Implementation

These skills are embedded within history lessons and developed throughout the children's journey through the history curriculum. Teachers in parallel classes plan together to create engaging and informative teaching and learning opportunities which consider prior learning, planning opportunities for assessment and identifying suitable future targets. Our new threads of Migration, invasion and settlement will be intertwined throughout the curriculum and embedded through our carefully planned curriculum and lessons.

History teaching follows this sequence:

Phase 1- Retrieve knowledge: checking and retrieving prior knowledge

Phase 2 - Direct teaching: teacher instruction and modelling

Phase 3 - Application: collaborative learning, enrichment

Phase 4 - Review and reflect: children produce final piece of work to show what they have learnt, reflect back on this topic and others prior to review.

By the end of their primary education, children will have the foundation of a secure chronological understanding of British history from the Stone Age to the present day. The study of important parts of world history runs in parallel with this. They should be able to draw comparisons and make connections between different time periods and their own lives.

Cross curricular work is planned when appropriate. Teachers are actively encouraged to look elsewhere for additional material including on-line resources, to complement and expand the above. Trips and visiting experts are used to enhance learning. We also encourage project and enquiry based approaches to learning with an emphasis on people and community in our local area.

Progression in history will be assessed through listening to children's responses and contributions to discussions and evaluating their written work at the end of each unit where children are able to demonstrate and apply their learning. Teachers will be mindful of the expected endpoints in history and plan opportunities for children to demonstrate these key skills, vocabulary, and knowledge. An age-related assessment will be given to parents/carers in reports.

Impact

Impact including Data Headlines

- Children are able to articulate what they have learned in History and can describe significant periods, events and people from the past.
- Children remember more, know more and can do more.
- All children should attain age related expectations in history by the end of Year 6, so that children can reach and exceed their potential in history.
- As historians' children will learn lessons from history to influence the decisions they make in their future lives
- Children will be able to relate their own experiences to local History and History throughout the wider world
- Children are aware of how historical events have shaped the world today, including History at the local and personal level.
- see a range of sources and understand their strengths/weaknesses
- Describe/make links between main events, situations and changes within and across different periods/societies
- Know how people's lives have been impacted by decisions made by significant individuals in the past have affected lives.
- Be able to compare modern ideas of fairness and equality to societies of the past and present.

Organization

Every child will have one hour a week dedicated the history and geography. These two subjects will alternate each half term. They will explore three topics in detail linking back to previous learning at every opportunity to ensure children are building up the larger picture of world history. Each classroom will have the 'St Hilda's Timeline' displayed to help the children's recall and chronology. Each new topic will be added to the timeline as they learn it. Knowledge organisers will be stuck in books and sent home to signify the start of a new topic.

Staff will work from the 'topic on a page' documents produced by the subject coordinator with a minimum requirement to teach the learning objectives, key vocabulary and skills outlined. All staff with a responsibility to teach history must follow our four phase approach to ensure the sequence of teaching is consistent across school.

Equality Impact Assessment

Teachers set high expectations for all pupils. They use appropriate assessment to set ambitious targets and plan challenging and engaging work for all groups, including;

- More able pupils
- Pupils with low prior attainment
- Pupils for disadvantaged backgrounds
- Pupils with SEN
- Pupils with English as an additional language

The teachers will use the 'Assessment on a Page' documents to record children attainment at the end of each topic. This will inform overall assessments towards the end points at the end of the year.

Monitoring and Evaluation

There is regular monitoring and evaluation of this policy's success. At regular points in the year, the History coordinator will monitor books and listen to pupil voice. They will carry out lesson observations, learning walks and offer regular 'drop ins' to further support staff. The coordinator will also moderate with members of the humanities team and regularly keep up to date with current published documentation relating to History.

Professional Development

The history coordinator offers regular 'drop in' sessions to support staff and delivers PDM training when it is needed. All staff should feel supported to teach History successfully regardless of previous History experience.

Health and safety.

The health and safety of our pupils and staff is paramount at St Hilda's. Any trips or visits will have detailed risk assessments carried out and where possible staff will visit the location prior to taking the children. In addition, children will be encouraged to become self-reflective about matters of their own health and safety. All staff at St Hilda's are regularly trained in first aid and there is an appointed health and safety officer on site.