

## **Gorse Hill Primary School**

### **History Policy**

At Gorse Hill Primary School, we pride ourselves on working together to do our best. We aim to provide equal opportunities for all members of our school community regardless of disability, religion, sexual orientation, culture, gender, ethnicity, colour or age. Access to the History Curriculum is an entitlement of all pupils and we recognise our responsibility to provide a broad and balanced curriculum, which is engaging, practical and memorable.

The National Curriculum states that 'A high-quality history education will help pupils gain a coherent knowledge and understanding of Britain's past and that of the wider world. It should inspire pupils' curiosity to know more about the past. Teaching should equip pupils to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. 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.'

#### **Intent**

- All history programmes of study follow the requirements of the National Curriculum 2014 and by the end of Y6, all children should have a broad knowledge of British, World and local history.
- We intend for children to develop an understanding of the concepts of time and chronology, from Ancient times to the present day.
- We intend to develop children's knowledge and understanding of major events in the history of their own country and others, and the influence these events and the actions of historic figures may have had on the world.
- We intend for children to develop an interest in the past and an appreciation for significant figures throughout history and their achievements.
- We intend to develop children's understanding of historical vocabulary, in order for the children to be able to compare, analyse and frame historical questions.
- We intend to nurture the skills of historical enquiry, ensuring that our children become independent historians who ask meaningful questions, analyse sources and understand that there are different interpretations of the past.
- We intend for our children to understand how the past was different to the present and how the people of other times and places may have had different values and attitudes from our own.
- We intend for our children to be continuously building upon, improving and utilising the key historical skills they have obtained throughout their time at Gorse Hill Primary.

#### **Implementation**

- History is now taught in a specific history book and will be taught on a termly basis – often interchanged with geography.
- History knowledge maps have been sent out to each teacher, which provides them with key events, vocabulary and chronological context for a specific historical time period. This will assist them in ensuring that the children have a chronological

understanding of the time period they are learning about in the context of world history.

- Key historical vocabulary has been sent to teachers, both time period specific and general historical terminology. This will enable them to ensure that the children are given access to a wide range of historical vocabulary, which will enable them to frame historical questions and analyse sources more efficiently.
- Teachers will ensure that history lessons are interactive, engaging and exciting, as well as offering a wide range of experiences, including trips and opportunities to analyse artefacts first hand.
- Teachers will ensure that appropriate support is implemented where needed, in order for all children to have an equal opportunity to access the history curriculum.

### **Impact**

By the end of KS2, our children will have a broad and deep understanding of British, World and local history. We will ensure that they also have a sound understanding of the key historical skills of: chronological understanding; knowledge and understanding of events, people and changes in the past and their influence; interpretation; enquiry; and organisation and communication. We would like children to become independent historians, who can confidently: compare different historical time periods; analyse and interpret sources and artefacts; and frame historically valid questions.

### **Assessment**

The approach to assessment, record keeping and reporting of this subject area follows the whole school policy guidelines. All pupils' work is regularly marked and assessed against the key skills. The learning challenge for each lesson should be clearly displayed and it should be made apparent to each child as to whether they have fully met, partially met or have not gained an understanding yet of the learning challenge. This should be highlighted in green, orange or pink accordingly, when the books are marked at the end of each lesson. Children should be given next steps in line with the school marking policy, to provide some element of either consolidation or challenge. Both, formative and summative methods of teacher assessment are used, and results entered on Target Tracker on a termly basis. This assessment of the children's learning should be used to inform future planning, ensuring that planning builds upon the children's prior knowledge from the child's current and previous year groups.

The subject lead (Chloe Smith) will be responsible for monitoring curriculum coverage and will review medium-term plans for each year group on a termly basis. The History Lead will also be responsible for gathering samples of curriculum work, as well as appropriate additional evidence e.g. photographs of activities/displays/visits/assemblies etc. History books will be scrutinised and plans will be monitored to ensure that the key skills are being effectively taught, showing progression, and match the needs and abilities of all pupils.

This policy is subject to regular review and evaluation. Alterations to the policy document as a result of the National Curriculum or procedural matters will be undertaken.

Reviewed by Chloe Smith in January 2020.