

History Policy –Tinsley Meadows Primary Academy

“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.” – National Curriculum.

We aim to teach the children to:

- Understand the History of Britain as a chronological narrative;
- Understand the history of the wider world;
- Understand how Britain has shaped and has been shaped by the wider world;
- Understand and use abstract, historic terms, such as ‘empire,’ ‘civilisation,’ ‘culture’ etc;
- Understand historic concepts, such as ‘continuity and change,’ ‘cause and consequence,’ ‘difference and similarity’ etc;
- Use methods of historical enquiry, including evaluating the significance and reliability of evidence;
- Appreciate the reason for conflicting accounts of the past;
- Create their own accounts of the past, based on evidence they study;
- Gain a historical perspective over a range of time scales.

Curriculum organisation

The school’s history curriculum is based upon the primary National Curriculum. Long term planning aims for history topics to be taught in a chronological order so the children understand the chronological narrative of Britain. History is the focus for a number of topics taught in each Year Group, with our pupils developing their knowledge, skills and understanding through the study of at least two history-focused topics in each academic year. In topics that are not history-focused, history is still integrated into several lesson plans and it is taught discreetly in other subjects, such as literacy. A history skills progression grid, developed collaboratively with staff from across different year groups and phases, is used to ensure history skills are being developed. Visits are considered of very high importance throughout school so children experience learning outside of the classroom.

In Foundation Stage, the Early Years Foundation Stage Curriculum forms the basis of F1/F2 history curriculum. History will be taught through understanding the world (people and communities) in which children develop their knowledge and understanding of past and present events in their lives and the lives of family members.

Teaching and learning in history

The teaching of history at Tinsley Meadows Primary Academy provides opportunities for pupils to:

- Learn about a different era in history;
- Expand their geographical and cultural understanding through studying the past;
- Study the order of events within a historical period and understand the causal links between them;
- Learn about significant people in history and what influence they had on the world;

- Explore the lives of ordinary people living in the era they are studying;
- Compare and contrast a range of historical evidence, including primary and secondary sources, oral and written accounts, as well as material evidence;
- Assess the validity of sources and examine why there are conflicting accounts about the past;
- Form their own opinions about historical mysteries or inaccuracies based on evidence they have looked at;
- Examine evidence from the past first hand through field trips and school visits from historical specialists;
- Follow their own lines of historical enquiry, based on what they have learnt so far;
- Carry out a local history study.

Resources

The teaching at Tinsley Meadows Primary Academy should make use of the following resources:

- History topic books from the school's library and the school's library service;
- High quality web content from sources such as the Historical Association, Key Stage History or BBC websites. Twinkl is also used to provide exciting and interesting lessons;
- High quality images and reproductions of evidence, available from a range of websites;
- Images, documents and material evidence from local museums and other organisations, as well as from historical specialists visiting the school;
- Material evidence from the local environment, such as historical buildings.

Provision for all pupils

The school teaches history through a creative curriculum so children enjoy and are engaged in every lesson. Pupils with different abilities (including SEND and G&T) and different levels of English will be ensured access to the curriculum through a wide range of differentiated teaching activities, including:

- First hand experiences through trips, visitors and fieldwork;
- The use of illustrative materials including photographs, videos and artefacts;
- Role-playing activities including hot-seating, conscience alleys, debates, interviews with historical figures in costume etc;
- Design and technology activities including building armour and landmarks from card, plasticine, papier-mache etc;
- Opportunities for assessing the validity of evidence through card-sorting activities, diamond 9s etc;
- Ordering historical events through human timelines, card-sorting activities etc;
- Differentiated written work.

Work will be matched to the pupils' ability by:

- Providing differentiated resources;
- Accepting a variety of outcomes;
- Providing additional resources such as communicate in print, if necessary, so all children can access the work;
- Providing targeted teacher support to individual pupils;
- Through different types of classroom enquiry and open-ended tasks.

Equal opportunities

History will be taught within the framework of the school's equal opportunities policy and will seek to ensure that all pupils, whatever their ethnic origin or physical capability, will be given access to fieldwork opportunities. When studying the past, the achievements and activities of women, men, and different ethnic and religious groups will be given appropriate consideration.

Assessment

Work will be edit-marked weekly by class teachers. Comment marking is done at the teacher's discretion and where necessary. At the end of each year, children will be assessed against age-related expectations on their reports which will be communicated to parents.

History Subject Leader

The subject leader for history will:

- Identify INSET courses which they or other teachers might find useful to attend and ensure they are communicated to staff;
- Audit history knowledge and organise sessions to ensure staff remain skilled in this area;
- Continue to evaluate and develop the history skills progression grid;
- Revise and review the history policy;
- Monitor history teaching in line with the school's monitoring policy;
- Scrutinise planning and children's work to ensure quality teaching and learning is occurring throughout school;
- Co-ordinate purchase of resources and be responsible for their distribution;
- Lead staff meetings on the area when necessary.

Policy Review

This policy will be formally reviewed by staff every three years and amended as necessary. It will then be approved by the Governing Body. It will also be reviewed informally every year by the history co-ordinator in collaboration with the year teams.