## St George’s CE Primary School, Chorley

History Policy

Adopted by the Governing Body on: Insert Date



Signed (Chair of Governors):

Date of Next Review 1st September 2023

(not more than 12 months from the publication date)

This document is available via the school website or from the school office on request

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**Intent**

**What is the school’s mission statement?**

Our mission statement at St. George’s is: “Be determined and confident, as God will be with you”, Deuteronomy 16-1, inspiring you to “learn, care and share, through work, play and prayer.” This statement encompasses our beliefs as educators within our Church of England Primary School.

**What is the school’s vision for the subject?**

Here at St. George’s, we aim to develop and inspire our determined and confident learners as they progress throughout their learning journey of the History Curriculum, in line with our mission statement. We believe that it is our duty to allow our children to gain a coherent knowledge and understanding of Britain’s past and that of the wider world. History at St George’s should ignite children’s curiosity to know more about the past, whilst creating wonder as to how our history will shape their future. Our high quality History lessons should encourage critical thinking, enhance the ability to weigh evidence and generate arguments. As the children pass through each year group, they should develop their chronological understanding and enhance their sense of perspective and time. Above all this, we aim to instil an ever-evolving passion for History in each and every one of our children.

**How was the curriculum for the subject designed? (including statutory requirements)**

The History curriculum at St George’s has been designed in consultation and discussion with the Governing Body, Lancashire Consultants from the Professional Development Service for History, teaching staff and pupils through a pupil voice.

St George’s Primary School uses the National Curriculum objectives for History as its primary basis for History planning. This is carried out in two phases; long term and short term. The yearly long term plan includes the knowledge, skills and processes to be studied over the course of the year which are taken from the National Curriculum for Key Stage 1 and 2. We also use the Lancashire Key Learning document (KLIPs) as a supplement to the National Curriculum to ensure that objectives are taken from specific year group content and that historical knowledge, skills, processes and understanding are being advanced and built upon. We ensure that the History curriculum for EYFS makes a significant contribution to the Early Learning Goals set out in the EYFS Framework: Understanding the World (Past and Present and People, Culture and Communities). We also plan our early years curriculum using guidance from Development Matters. In EYFS our children observe, describe, compare and order to develop their understanding of History and Chronology.

The History subject leader develops the plans in conjunction with teaching colleagues in each year group. In some cases, we combine History with work in other subject areas (e.g. In Year 6, the children write diary entries as a front line Soldier combining History with English). At other times, the children study History as a discrete subject. At least once per year, the History topic being studied should tie in with the overarching curriculum theme for that half term in order to give children to apply their Historical knowledge across the curriculum and vice versa.

The History curriculum is reviewed annually to ensure that children in mixed age classes do not repeat learning and to ensure that there is progression both as children head into a mixed age class and leave a mixed age class. Some History skills may be repeated but through a different History unit or focus.  It is the class teacher’s responsibility to write the short term plans which states the specific learning objective (a question to generate interest and a statement from the Key Learning document), expected outcome for the lesson and differentiated activities.

**How is our curriculum aspirational for all pupils including those with SEND and more able?**

St George’s is a thoroughly inclusive school and we recognise that our children will be of a range of abilities when assessing against the History Curriculum objectives. We ensure that there are learning opportunities for children of all abilities that match the challenge of the task to develop their skills, knowledge and understanding in each unit, and we also build progression into the whole school History curriculum so that the children are increasingly challenged as they move up through school. This includes:

* Setting common tasks which are open ended and can have a variety of responses.
* Setting tasks of increasing difficulty.
* Grouping children and setting different tasks to peer support and challenge.
* Providing resources of different complexity according to the ability of the child to support their learning.
* Using Teaching Assistants to support the work of individual and groups of children.
* Use of floor books and Seesaw to set differentiated tasks.
* Use of questioning techniques and challenges to extend learning.

In some cases, we recognise that individual children may not be able to access the curriculum at the same level as their peers.  If this is the case, the child will have an individualised action plan to ensure that the curriculum is adapted to their needs.  This action plan will be evaluated and updated termly.  It will be created by the class teacher and checked by the SENCO and at times, the child’s parents.

For children who are deemed more able in History, we want to add depth and breadth to their knowledge and understanding. Questioning techniques are used to allow these children to apply their historical knowledge and understanding to different contexts, sometimes requiring the children to manipulate their learning and apply to unknown or hypothetical situations. Open ended questions provide this opportunity to children as do other techniques detailed above.

**Where can the long term, and/ or medium term plan be found?**

An overview of History across the school can be found in the Curriculum folder on Onedrive and on the school website. Long term planning for History can be found on each class’ Curriculum Map and medium/short term planning will be found alongside individual teacher’s planning for a particular half term.

**Implement**

**How is the subject implemented in the Early Years Foundation Stage?**

We teach History as an integral part of the topic work covered during the year. We ensure that our History curriculum for EYFS makes a significant contribution to the Early Learning Goals set out in the EYFS Framework: Understanding the World. In order to do this, we refer to guidance in Development Matters to inform termly and weekly planning.

In EYFS we have a chronology display. This is broken down in to the 12 months of the year. Underneath each month is 4 blank spaces where the children display a photograph of that week. The weeks are then dated in chronological order. This interactive display allows children to understand that each week shows the passing of time and that weeks form months. The children display a picture of something significant from that week so that when they look back to the display they can recognise that these events took place in an order. They also display any birthdays that occur in that week, showing who is the oldest and who is the youngest. This display also allows the children to recognise which events took place a while back and what happened most recently.

**What professional development is offered to staff in relation to the subject?**

Lancashire’s History Teaching and Learning Consultant delivers YTSA cluster meetings every year for the subject leader to attend, along with schools in the alliance, and to feedback into school.  The subject leader also attends CPD courses run by Lancashire and feeds back to SLT before implementing actions.  Regular staff meetings on History are led by the Subject Leader which includes delivering CPD and new resources. Teaching staff have the opportunity to team teach with the subject leader along with continuous informal meetings and coaching throughout the year.

**What resources are used to support the planning of the subject? (schemes of work etc)**

Two fold Learning Objectives (question and skill) are taken from The Lancashire Key Learning Document for History or the National Curriculum. Although the school does not strictly follow the Lancashire Units of work, the Lancashire units of study for each year group are also available to aid planning.

**How is learning sequenced to build on prior learning and prepare children for the next stage in their education?**

The units in History have been planned so that learning is progressive and builds upon prior knowledge and understanding and supports children in producing outcomes of the highest quality. Units begin with informal methods of assessment to understand where the children are in their learning and what they already know. Each topic starts with a lesson at the time line to discuss specific points in history, during this lesson the teacher will also discuss key vocab for that half term. Teachers ensure that there are always opportunities for every child regardless of their ability to further develop their skills and knowledge within a unit. We use the Lancashire Key Learning document (KLIPs) to ensure that objectives are taken from specific year group content and that historical knowledge, skills and understanding of processes are being advanced and built upon.  The units of work are reviewed each year to ensure there is progression across all classes including mixed age classes.

**What resources are available to support the implementation of the subject?**

Practical equipment and resources for History are located upstairs in the little classroom. The cupboard is clearly marked to ensure that they are returned to the correct place. School has also subscribed to the online Historical Association and all staff are encouraged to use this resource to support their teaching and the children's learning. Each child has their own Purple Mash account, which is another digital resource that widely supports the teaching of History and Historical topics. Staff are to inform the subject leader if any resources need replacing or if they believe that something additional would enhance the teaching and learning of the children.

**How are parents involved in the subject?**

A parent questionnaire is sent home every year to understand how parents feel about the History curriculum, how inspiring it is and how they feel their child is progressing. This feedback helps to inform action for the next year.  Every class produces a half termly newsletter and |Homework Menu which are also used to inform parents of curriculum coverage in History. The homework menus now contain key vocabulary to be reinforced at home. Parents and children are also asked to share any home learning activities via Seesaw or school’s Facebook page. Parent volunteers are often invited to school trips which hold a historical focus.

**Impact**

**How is progression helping children to acquire new skills and know and remember their learning?**

To ensure that children acquire new skills each year, learning objectives are two fold – a question to spark curiosity and an appropriate statement from Lancashire’s Key Learning document (KLIPs). These are year group specific and so ensure that new skills are built upon and acquired as the children progress through the curriculum.  Prior learning is built upon when units are expanded further as the children move through school.

History is taught weekly during a half term when there is a history unit for topic. Teachers use a variety of teaching and learning styles to support a child and this is the most effective way to help a child remember their learning. Children are actively encouraged to create, ask and answer their own questions related to History. The curriculum overview for History ensures that children are continuously developing new skills, whilst being offered opportunities to embed and reinforce previously learnt skills in new topics or contexts.

Teachers are encouraged to make regular reference to previously taught skills in order to make links to what is currently being taught to the children. Each class focuses on a unit of Chronology and a period of time when discussing this, they should make reference to previously taught units. This allows children to recognise that historical events and periods of time overlapped in parts. E.g.when learning about the Mayan Civilisation in Year 6, teachers should make reference to the place in time and how this overlapped with Ancient Egypt, to allow children to make links between their current topics and those which have been previously taught.

**What are pupil attitudes to this subject, how are they gathered and how does pupil voice influence subject development and improvement?**

Pupils responses towards History are gathered every year in the form of a pupil voice.  A group of children are selected from across the school and discuss a range of questions with the subject leader around understanding, challenge and enjoyment of the subject.  These answers then feed into the action plan for the upcoming year.

**How do children record their learning?**

Teachers and children are encouraged to use a variety of methods to record and evidence learning in History. Floor books are a way of recording work which may not be necessary for every child to have in their own book, for example a group task or differentiated activity. Similarly, the floor book should be used to show a variety of learning tasks and for a wider picture of History over the course of the year. Seesaw can also be used to record children’s work and to set learning tasks. Any work recorded in this way should have a two fold learning objective and be placed in the History folder. Learning should also be recorded in individual books.

**How is feedback given to children?**

Teachers assess children’s work during lessons by making informal judgements. When completed, the teacher will assess it and this will then inform future planning and learning. In line with the school’s marking policy, written or verbal feedback is given to the child to help support their understanding and progress. If a child is given verbal feedback during a lesson, detailed marking is not necessary. Children are given opportunity to respond to feedback

**How and when is the subject assessed?**

This is in line with the school’s assessment policy. Summative and formative assessment should be made as follows:

At the end of a unit of work, the class teacher makes a summary judgement about the work of each pupil in relation to the National Curriculum. The children working above age related expectations and those working below age related expectations will be recorded on the teacher’s long term plan. These judgements are used as a basis for assessing a child’s ability within a unit. These assessments are then used to inform future planning and interventions. They are also discussed with the child’s next teacher in order that they can plan accordingly.

**How do assessments impact future learning?**

Teachers use each lesson’s assessment to adapt the planning for the next lesson in order to address misconceptions, achieve unmet objectives or provide challenge to more able learners. This method of assessing also supports the planning for the next half term for differentiation purposes.  It is also made available for the next teacher at the end of the year. This enables the next teacher to implement strategies to support children working below year group expectations and provide adequate challenge for those working at year group expectations and at greater depth.

**How and when is the curriculum map reviewed?**

The History curriculum is reviewed every year.  Assessment data, pupil voices and parent questionnaires feed into any changes made as do any changes to the class structure for the next academic year.  The curriculum map is checked against Long Term Plans and cross referenced with the National Curriculum and the Lancashire Key Learning document.