

Haslingden Primary School



Curriculum Policy for History

2023 2024

Mission Statement

In our school we nurture helpful hands, a thoughtful mind and a kind heart so we are safe and successful learners.

School Aims

To provide a broad, balanced and enriched curriculum.

To ensure all pupils have access to an appropriate curriculum.

To inspire and motivate pupils to achieve their best in all that they do.

To provide experiences that enable pupils to see opportunities beyond their surroundings.

Aims of this policy

The aim of this policy is to set out a clear statement of the intent of the History curriculum, describe how it is implemented in detail, and state the impact that it has. The policy provides information for stakeholders and clear guidance for staff who implement it through their teaching. The policy aims to demonstrate how the History curriculum is pertinent to the school community and the values of the school.

The History Policy should be read in conjunction with the school's **Intent, Implementation and Impact Statement**.

History Curriculum Intent

In History, children develop an understanding of how the past has influenced the way that we live now and how life has changed for people in the local area, in England and around the world. This can develop a sense of identity through learning about the past. The aim of History teaching is to encourage curiosity and develop children's skills in enquiry, research and analysis.

History Curriculum Implementation

History in the school is led by a History Leader. They have responsibility for the curriculum from EYFS to Year 6 including extra-curricular opportunities. They have a link Governor who ensures that the subject is lead well and is of the quality required. The History Leader is also supported and held to account by the school's Senior Leaders through monitoring, subject reviews and the analysis of data. A subject action plan links to the school's development plan. A subject file is kept by the History leader that contains evidence of monitoring activities, planning and examples of pupil outcomes. It also holds examples of enrichment of the History curriculum. The leader undertakes CPD through own research and also attending Lancashire led training. The leader also leads training relating to the value of vocabulary in History. The leader is recalibrating the curriculum to ensure that the curriculum taught at our school delivers the knowledge and skills that will prepare children for further study and that the curriculum is relevant to all of our children.

The History National Curriculum and EYFS is planned for and covered within the EYFS, KS1 and KS2 school curriculum. It ensures that children learn additional skills, knowledge and understanding and enhance our curriculum as and when appropriate. The curriculum is enriched by high quality, purposeful visits, visitors, theme days and assemblies for parents.

Our History curriculum has been developed with planned, specific encounters with **substantive concepts**. They will be able to draw on secure knowledge and understanding of these concepts to base new learning on. Repeating the encounters with these abstract substantive concepts through meaningful, specific contexts throughout school supports children to generate knowledge and understanding.

Some key skills which progress through the school and are given a high priority in History teaching in our school:-

- **Language** - The promotion of a language rich History curriculum is essential to the successful acquisition of knowledge and understanding in History. The promotion and use of an accurate and rich historical vocabulary throughout school is planned in History. Children have access to key knowledge, language and meanings to understand history and to use these skills across the curriculum.
- **Enquiry, Research and Analysis:** On occasions children may be asked to research historical aspects of their learning independently. This allows the children to have ownership over their curriculum and lead their own learning in History. This key skill is built on through the year groups – from teacher led modelling, to direct teaching of research skills, linked to Computing curriculum in Year 2. Through Key Stage 2 the independent research skills are developed so that children lead their own learning resulting in individual projects. Children also learn to enquire through hands on experience of objects and visits to museums. Children learn to reason about what they have learned and to reflect on what it shows about the world that we live in. (analysis)
- **Basic skills** -English, Maths and ICT skills are taught during discrete lessons but are revisited in History so children can apply and embed the skills they have learnt in a purposeful context.

The curriculum is planned so that each year group looks at different key periods of time, learning key facts and the development of skills which they can then use to find out further information themselves. History is often taught using a thematic approach, and other subjects are linked in where appropriate. There is no scheme of work set in school, yet staff dip into commercial schemes where they feel it benefits the curriculum.

Each year group builds a resource bank and library loans are used to support the learning. This year school has invested in Lancashire Museums Loans Service to support and enhance learning using books and artefacts.

Assessment in History is made formatively to inform next steps in planning and learning then summative assessment is made annually, recorded on Target Tracker and reported to parents in the End of Year report. This assessment is in the process of being developed along with the recalibration of the curriculum.

History Curriculum Impact: Recognising attainment and progress

The History curriculum has an impact and the subject leaders find this out through a range of monitoring activities and data analysis and informs actions in the subject.

The impact of the History curriculum is that when pupils complete Key Stage Two, most pupils are assessed as being either at expected standard or at greater depth in the subject and teachers are making judgements based on work in books and also from practical tasks and the level of explanation they can give.

Pupils demonstrate their enjoyment of History through their participation in lessons, theme days, visits and presentations have been given in year group assemblies.

Coverage is not confused with progress when assessing, as learning is measured through careful analysis of the application of skills across the curriculum.

Pupils leave Key Stage Two with the skills required to access the Key Stage 3 curriculum because their curriculum at primary school meets the NC requirements, provides a breadth of coverage and learning opportunities and in some cases is personalised for them. This means there are no gaps in their learning and they benefit from a focused approach to the subject delivery.

Pupils have a wide range of learning skills which they can apply to other subjects as a result of their History curriculum. Children have aspirations and know what they need to do to develop further and have the learning behaviours in place to be able to do this. This is exhibited through assemblies, participation in appraising musicians, composers, artists and authors of the past.

Home Learning and home / school links

Home learning activities are set using V School and at times these will be linked to History – either through reading comprehensions or for extra credit activities such as projects or research at home. Theme days, visits and visitors are communicated with parents prior to them occurring and photographs and outcomes from these activities are shared via emails, V School, newsletters and on social media.

Meta-cognition and attitudes and behaviour

Metacognition and self-regulation approaches aim to help pupils think about their own learning more explicitly, often by teaching them specific strategies for planning, monitoring and evaluating their learning. Interventions are usually designed to give pupils a repertoire of strategies to choose from and the skills to select the most suitable strategy for a given learning task.

Self-regulated learning can be broken into three essential components:

- cognition - the mental process involved in knowing, understanding, and learning;
- metacognition - often defined as 'learning to learn'; and
- motivation - willingness to engage our metacognitive and cognitive skills.

How effective is it?

Metacognition and self-regulation approaches have consistently high levels of impact, with pupils making an average of seven months' additional progress.

These strategies are usually more effective when taught in collaborative groups so that learners can support each other and make their thinking

Education Endowment Foundation 2019,
<https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/meta-cognition-and-self-regulation/>

(accessed 29th October 2019)

Teaching of all subjects in our school is done in a structured way, and methodologies are used which support pupil meta-cognition. Staff have been trained in how these meta cognitive aspects can impact upon pupil engagement and their learning. This has been done through subject specific training, but also, staff have been supported to develop their own understanding of the key recommendations made to support effective meta-cognition and self- regulated learning (Appendix 1). Many meta-cognitive aspects are well embedded into teaching and learning, across all subjects and throughout the learning environment.

There are many metacognitive strategies used in History, listed below are some examples.

In History we **activate prior learning** by completing enquiry mats and the first sections of Knowledge, Would Like to Learn, Learnt (KWL) grids. Children would then build up their skills, in **independent practice**. The L (What we have learned) part of the grid or an 'end product' such as a write, drama approach or picture, with discussion and feedback would be completed as **structured reflection**.

To ensure that cognitive overload is avoided skills like timelines, asking a question into an internet search, completing tables are repeated through many year groups to embed skills and allow for content focus.

Build -up of guided skills through the school, such as research using internet, books, using pictures, using artefacts, drawing timelines, labelling maps, creating fact files, drawing things to scale on a grid etc leads to independent practice by the end of Key Stage 2.

It is acknowledged that Continuing Professional Development (CPD) in this area is ongoing for staff.

Responsibilities

Responsibilities include:

- policy writing and school improvement planning
- monitoring teaching and learning
- data collection and scrutiny
- ensuring resources are up to date and high quality to enrich the curriculum

Feedback and marking

All teaching staff adhere to the Feedback and Marking Policy. Verbal feedback is essential throughout lessons. A marking key is used for written feedback (see Feedback policy) and teachers may use written comments to communicate an 'Improve It' (I) or 'Target' (T) with pupils. Pupils will respond to 'Is' with green pen.

Assessment and Reporting

The assessment arrangements are detailed in the 'Impact' statement.

The History coordinator uses Target Tracker to monitor pupil data and inform any actions required.

Parents are informed of their child's progress and attainment on the end of year report. The written report informs parents whether their child is working at, above or below age-related expectations in History. The class teacher also provides a grade for the pupils' effort and gives a written comment on what the pupil has achieved and needs to work on to improve further.

Graduated Response

Where pupils experience difficulties in any acquiring any skills linked to any aspect of their History curriculum, class teachers will identify this through their marking and feedback.

If required, a graduated response can be put into place to offer additional support. The graduated response is the process by which teachers can put into place layers of support that will build up, where necessary. The aim of the graduated response is that early identification and intervention for difficulties can be applied, reducing the need for this at a later stage. However, it is acknowledged that some pupils experience difficulties (these may be specific to a particular area e.g. recording ideas, chronology, research led activities) and these may be ongoing, requiring an ongoing targeted response. Class teachers will use their Class Action Plan to identify pupils, describe intervention, and evaluate the impact. Should a pupil's needs go beyond this early stage, a more individualised approach may be needed, and specialist support may be required to address needs. In this case, an Individual Education Plan or Action Plan may be required.

Special Educational Needs

Pupils with special or additional needs are identified early in school. Working with pupils, their families and often, other professionals, the staff team target the specific needs of individuals by :

- identifying needs
- identifying suitable interventions
- obtaining specialist advice and support when needed
- implementing advice and interventions
- maintaining high quality working relationships with parents and carers
- measuring progress and attainment

The school works tirelessly to address barriers to learning that pupils may face, and ensure they can make progress within the provision we offer. Flexibilities are applied to break down barriers. Expectations that all pupils with SEN will make good progress and attain are very high in the school.

In History, provision for pupils with additional or special needs might include:

- Structured teaching methodologies applied such as in other subjects
- Guided reading of key texts or class reading
- Specific targeted skills work related to PIVATS targets
- Differentiated tasks plus the use of models and scaffolds for writing

Continuing Professional Development

Continuing professional development is high profile in the school across all subjects including History. Senior leaders in school value staff development highly and invest in this, ensuring all staff are highly engaged.

Training needs are identified quickly and addressed. Monitoring and evaluation of the subject by subject leaders, school leaders, and external advisors enables the subject leaders to understand the developmental needs of staff and the next steps needed for the subject. All senior leaders and subject leaders stay abreast of current educational policy and thinking, and shape the subject according to this, the needs of the pupils and the local, national and international climate.

Monitoring and Evaluation of the policy

The policy is reviewed annually in the Summer Term by the subject leader and resubmitted to the link governor for approval. This is done in conjunction with the evaluation of the subject school improvement plan.

Links with sustainable development goals

The 2030 Agenda for Sustainable Development, adopted by all United Nations Member States in 2015, provides a shared blueprint for peace and prosperity for people and the planet, now and into the future. At its heart are the 17 Sustainable Development Goals (SDGs), which are an urgent call for action by all countries - developed and developing - in a global partnership. They recognize that ending poverty and other deprivations must go hand-in-hand with strategies that improve health and education, reduce inequality, and spur economic growth – all while tackling climate change and working to preserve our oceans and forests.

Sustainable Development.un.org

<https://sustainabledevelopment.un.org/?menu=1300> (accessed 06/02/2020)

The Sustainable Development Goals are understood and known by staff, and link to Spiritual, Moral, Social and Cultural (SMSC) development of pupils. Where possible, staff make links within their curriculum to these goals, improving pupil understanding and knowledge of these, or using them as a vehicle for discussing international, national and local issues.

Staff build opportunities into History lessons and topics to address sustainable development goals where they are applicable and relevant to empower children to think about the future and how the past has had an impact on how we live now and changes that maybe need to be made.

Examples include:

SDG 3 (Good Health and Well being) – Children in Year 1 learn about Florence Nightingale and how healthcare has changed over the years and that medicines have developed.

SDG 9 (Industry, Innovation and Infrastructure) – Children in Year 5 visit Helmsore Textile Museum and learn about mill life – an example of the industry which was prevalent in our local area and children learn how life has changed.

SDG 11 (Sustainable Cities and Communities) – Children in Year 2 learn about how London has changed when learning about The Great Fire of London and how fire brigades were developed. They also learn about famous influential people such as Wangari Maathai who developed green areas in to help the city and David Attenborough (also addressing SDG 14 (Life Below Water) and SDG 15 (Life on Land)).