

Heronsgate School History Policy September 2023

Review date: July 2024

Vision and Aims for Pupils:

At Heronsgate, we are committed to providing all children with invigorating learning opportunities to engage in history.

History is about real people who lived, and real events which happened in the past. History is concerned with sequence, time and chronology and is the study of evidence about the past; it gives us a sense of identity, set within our social, political, cultural and economic relationships. History fuels children's curiosity about the past in Britain and the wider world and plays an essential part in preparing us for living and working in the contemporary world.

Pupils consider how the past influences the present, what past societies were like, how these societies organised their politics, and what beliefs and cultures influenced people's actions. As they do this, children develop a chronological framework for their knowledge of significant events and people. They see the diversity of human experience and understand more about themselves as individuals and members of society. What they learn can influence their decisions about personal choices, attitudes and values.

In line with the National Curriculum (2014), the aims of the history curriculum at Heronsgate are to ensure that all pupils:

- Gain a coherent knowledge and understanding of Britain's past and that of the wider world which helps to stimulate pupils' curiosity to know more about the past.
- Develop a knowledge of chronology within which pupils can organise their understanding of significant events.
- Are encouraged to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement.
- Understand the importance of enquiry skills when learning.
- 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.
- Make connections between time periods through key concepts of everyday life and society including local, regional, national and international history.
- Gain and deploy a clear historically grounded understanding of abstract terms and key vocabulary such as 'empire', 'civilisation', 'parliament' and 'peasantry'.

Curriculum:

Throughout Key Stage 2, pupils will continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear accounts and links within and across the periods they study. In history lessons, children will have the opportunity to use a range of materials and resources to enhance their learning and development within history. They will note connections, contrasts and trends over time and develop a clear understanding of appropriate historical vocabulary. They will regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They will construct informed responses that involve thoughtful selection and organisation of relevant historical information. They will learn how our knowledge of the past is constructed from a variety of sources and that different versions of past events may exist, allowing them the opportunity to discuss their opinions and draw their own conclusions.

Planning and Teaching:

To ensure that the coverage of knowledge and skills within the History curriculum are effective, teachers should follow the schools' curriculum overview (LTP) adapted from the Cornerstones Curriculum Maestro online platform to inform their planning and teaching of history-based projects. Progression is key to ensure all learning is building on prior knowledge and skills, therefore it is crucial that all teachers are aware of the progression of knowledge and skills of each planned lesson (this can be viewed using the progression tab in the skill section of every lesson on the cornerstones online platform).

Lesson plans should be clear and informative, presented as quality teaching slides (an ActivInspire flip or PowerPoint presentation), which for each lesson should include:

1. A slide (1st) which clearly presents the knowledge and skills demonstrated in the lesson (this can be taken directly from cornerstones but may require to be adapted and presented in child friendly language) with reference to skill progression from previous year groups.
2. A clear learning objective (based on the skill being taught) and 'steps to success'(success criteria)
3. Links to a range of multi-media resources/ source such as online videos, audio files and images (when appropriate).
4. A visual aid of the task and supported documents (i.e., screenshots of worksheets and other resources).

See subject check list

Please note any cornerstone presentations/ teaching slides and resources should be uploaded into the lesson plan flipchart via *insert > link > file* option and stored locally in the flipchart.

All **lesson resources** should be taken directly from cornerstones (if available for the lesson be taught) with lesson objectives (L. O's) added using child friendly language. Learning objectives should be clearly presented at the top of the task (worksheets) being completed by the children (documents should be edited to include this). Tasks should be differentiated to be accessible for all learners and an extension task available to challenge learners working at age expectation and above. If additional resources are required, other appropriate sources can be used to benefit teaching but should not alter the lesson outcome. Please note - Twinkl **should not** be used as the main lesson resource.

All teaching resources once created should be uploaded to year group folders to be accessible for all teaching staff and available for adaption for the next academic year (if needed). At the end of every project Year group teams should feedback to the subject lead to evaluate project and suggest any possible changes.

During a typical lesson, any key vocabulary (tier 3) associated with the project area should be given allocated time to discuss and develop the children's understanding with appropriate examples if possible. All written work should be clearly presented in History/ Geography books with:

1. A subject knowledge title page.
2. Key questions that relate to the outcomes of the project (e.g. Who was the most significant Tudor Monarch?)
3. A project glossary with key vocabulary and definitions.
4. Pre-assessment to gather prior knowledge.

This title page should include:

1. The name of the project and the period of time it occurred within (e.g. The Tudors - AD 1485 -1603)
2. A clear timeline that highlights where the study period is placed in time compared to other key eras (including previously studied units e.g. Y4 - Stone Age /Y4 -Anglo-Saxons & Vikings etc.) both BC/AD (BCE – CE)
3. Significant people or events with images (e.g. key monarchs/ leaders with dates of reign or leadership)

Please see examples for reference

It is strongly recommended that all History projects begin with a hook/ stunning starter/ memorable experience, if possible, to develop children's enthusiasm and interest in the project i.e., mummification drama activity or a trip outing/ visitor.

Assessment and Feedback:

Progress of all children is monitored with key question assessment grids. Key questions should be taken from project knowledge and skills to create a broad overview of the unit. A series of multiple choice, interactive and reasoning answers should be presented to allow children to demonstrate their understanding, which can be compared at the start and end of a project. This will allow teachers to monitor children's learning and identify clear progression of children's knowledge and skills. Assessment grids and new subject knowledge title pages aim to engage the children in a new project, activate prior knowledge and share unit objectives.

Marking should be undertaken as per the schools' marking policy – Learning objectives should be highlighted to clearly show whether it has been achieved (Pink – achieved / Pink and Green – partly achieved / Green – Not achieved). Marking during lesson time and class teachers should provide face to face verbal feedback on written tasks and activities to ensure misconceptions and corrections are addressed.

Homework and Parental Engagement:

Homework within a History project is set on a termly basis using a project-style approach. Introduced and issued at the start of the term when the History subject is taught. Children are encouraged to complete at least one activity and

submit it to their class teacher before the set deadline - usually the start of the final week of that half term. Five house points (issued through MarvellousMe) are rewarded in exchange for each piece of completed project homework. Models or other creative forms of homework may be used for project displays in Year group shared areas to promote the child's achievements in this area of their learning.

The employment of a project approach to project homework enables parental engagement in an engaging, non-time critical setting. A project is something that all the family can get involved in.

Inclusion and SEND:

The history curriculum is designed to ensure appropriate diversity in the significant figures that children learn about. Through our teaching of History, we enable all pupils to make good progress. All teachers strive to meet the varying needs of all learners, including those with special educational needs, disabilities, special gifts and talents and learning English as an Additional Language by differentiating activities where necessary and as appropriate (Three levels are encouraged - one lower, one middle and one higher ability), and ensuring an appropriate level of challenge.

The use of enquiry through primary and secondary sources will provide pupils with additional needs practical and visual learning opportunities to support their understanding. Opportunities to use ICT to support teaching and learning in History will be planned for and used as appropriate.

Resources and Displays:

All classes have access to a bank of resources for history lessons; these are located in the project cupboard near the school reception. The resources are arranged in boxes by themes and project. Year managers are responsible for the collection, care and timely return of these boxes. Replenishment should be undertaken via the school office. Boxes and resources should be treated and maintained as a valuable whole school resource. Word mats/posters that depict and explain key vocabulary should be available in each classroom.

Displays in individual classrooms are encouraged and should depict key concepts, vocabulary and ideas associated with the studied history subject. In shared areas, each year group should display examples of project work plus homework projects for the benefit and enjoyment of other children, visiting parents and adults.

Monitoring:

Outcomes of work are regularly monitored to ensure that they reflect a good understanding of the key identified knowledge.

The Humanities subject leader will request specially allocated time in which to fulfil this role by reviewing samples of children's work, gathering 'pupil-voice' and visiting classes to observe teaching in the subject.

The Humanities subject leader will also monitor all medium/short term planning and will work closely with Year Managers/ Phase leaders to develop the long-term curriculum plan for the next academic year through regular project evaluations at the end of every unit to inform future planning.

Progress of all children is monitored with key question assessment grids at the start of every history project. These will be completed by the children as the introduction to the project and then revisited at the end of the project (usually at the end of the half term).

Cross curricular links:

Numerous cross curricular links are made when teaching history; this has the benefit of also reinforcing basic numeracy and literary skills. Examples of such links are:

- Maths - the collection and presentation of data and statistics. Understanding the Roman Numerals system and sequences events on a timeline using BC and AD dates.
- English (Writing) - report writing skills, non-chronological reports, recounts, debating and discussions.
- English (Reading) – class texts activities / primary and secondary sources / interpreting images (propaganda).
- Geography – natural disasters and environmental changes.
- Computing - calculation of and presentation of results, research skills accessing online sources.
- PSHE - connections with citizenship and welfare, especially climate change.
- Art - depicting concepts and ideas through creativity.

A.Paine