

Northwick Manor Primary School



History Policy

December 2021

SUBJECT LEADERS:

Mrs Helen Stephens, Mrs Tina Lawrence and
Miss Aimee Wainwright

History Intent:

At Northwick Manor Primary School, our intent is **ambitious**. We believe that high-quality history lessons inspire children to want to know more about the past and to think and act as historians. Children are **empowered** and encouraged to do so, by having **opportunities** to investigate and interpret the past through their understanding of chronology, their understanding of continuity and change and by undertaking an historical enquiry through selection and interpretation of sources as evidence. Our Historical units of study are posed as questions e.g. Year 4: 'What was it like to live in Tudor England through a period of change?' because it enables the children to develop a sense of enquiry.

Our historical driving questions are:

- **What was it like to live through a period of change?**
- **How have achievements and legacies throughout History impacted on us?**
- **Why do we remember significant events?**

Our history curriculum is designed so that our chosen historical units of study often connect naturally to other subject disciplines. We have made a conscious effort to connect specific concepts in different subjects across the curriculum - where appropriate - to enable our pupils to make connections and remember what they have learnt more easily. We use historical themes as an opportunity to develop pupils' writing, as well as their substantive knowledge (facts and information) and disciplinary knowledge (enquiry skills and interpretation of evidence etc.) in History. Often, quality texts are chosen in English that connect with the History context for learning i.e., Year 6: 'Goodnight, Mr Tom' dovetails the History strand 'What was it like to live through a period of change?' Subsequently, our history curriculum is not taught chronologically and because of this, we place emphasis on ensuring that pupils are clear as to where the historical period they are studying fits in against other periods with which they are familiar. Permanent history timelines are displayed clearly in each classroom in order for this to be embedded and pupils refer to historical unit timelines in their subject books.

Children are guided and given the opportunity to identify similar themes and threads which connect their historical units together. For example, innovations and the legacy of the Ancient Greeks in Year 5 and the innovations and legacy of the Romans in Year 3. This also enables teaching staff to gain an overview of the entire history curriculum when planning and delivering their lessons. We make it possible for pupils to easily draw on their prior learning from previous historical units of study or look ahead to future units in order to make strong, relevant connections. This provides a sense of cohesion in their learning and enables children to know more and remember more.

We fulfil the National Curriculum requirements at Northwick Manor Primary School and provide all pupils - regardless of ethnic origin, gender, class, aptitude or disability - with a broad and balanced History curriculum.

AIMS AND OBJECTIVES

- We believe that by encouraging the development of historical skills we are preparing the children for life in the wider world.
- We aim to adapt our curriculum to use local sources wherever possible e.g Worcester Cathedral, Bevere Island, River Severn, The Malvern Hills
- We aim to make our learning as interesting as possible through practical activities, historical visits and visits from 'The History Man.'

THE LINK BETWEEN HOME AND SCHOOL

- In reviewing History, we feel it is very important to involve the opinions of children and parents.
- Where possible, we will utilise the skills, knowledge or resources that parents can offer.

SPIRITUAL, MORAL AND AESTHETIC AWARENESS

- We aim to encourage awareness that other people have different personalities, cultures, habits and practices.
- We also aim to develop empathy, the capacity to begin to understand the viewpoints of others without necessarily agreeing with them.
- In History we aim to help pupils build an informed and balanced view of the world and their place in it.

CONNECTING LEARNING

- There are important relationships between history and the rest of the curriculum. All subjects have an historical dimension and history allows children to develop skills including communication, numeracy and problem solving.
- Our aim is to explore opportunities to complement and enrich other areas of the curriculum wherever such opportunities exist.

COMPONENT SEQUENCES OF LEARNING AND PROGRESSION OF SKILLS

The introduction of the new history curriculum in September 2014 puts more emphasis on linking from one time period to another and comparing similar features between different periods. They also emphasis the use of evidence and how this is used to create different versions of the same event in the past.

- Please refer to enclosed appendix to view all units of study and skills covered at Northwick Manor Primary.

ROLES AND RESPONSIBILITIES

Each member of the teaching staff will have the responsibility for the teaching of history and they will need to ensure that their own knowledge is continually

updated. The school has History subject leaders to assist this process and take specific responsibility for history issues in the school.

It is his or her responsibility to:

- support colleagues in teaching the subject content
- monitor current practice
- instigate and organise teaching programmes, planning documents and schemes of work where necessary
- develop a school policy
- resource the curriculum
- facilitate the assessment of children's work
- be a consultant to colleagues in planning the Humanities content of their teaching
- keep people informed of possible visits and courses
- maintain history curriculum files which include medium term plans
- maintain a history curriculum portfolio
- collate and analyse data annually

ASSESSMENT, RECORDING AND RECORD KEEPING

- Throughout the year, informal moderation takes place within each cohort.
- At the end of each unit of study, teachers make a judgement against the National Curriculum levels of attainment. Teachers then use the levels that they record to inform annual assessment of progress for each child, as part of the annual report to parents. Each teacher passes this information on to the next teacher at the end of each year.

MONITORING AND EVALUATION

During subject reviews the following takes place: -

- Review and revision (if necessary) of long-term planning overviews and progression overviews
- scrutiny of children's work
- monitoring of both medium planning
- lesson observations
- parent, pupil, and staff interviews
- policy review
- feedback to stakeholders (staff, parents, SIB)

SEN/Inclusion

As history leaders, we hope to create a learning environment where every student feels included, valued, and encouraged. We strongly believe in inclusivity within the classroom for all pupils and for them to be given the opportunity in reaching their full potential within a history lesson and using a range of approaches to help with understanding and ability.

Date: December 2021

Next review due: September 2023-24