



Emmanuel Holcombe C of E Primary

History Policy

Vision Statement

Jesus came to give us life in all its fullness. Our vision is that through faith, family and friendship, each of us can grow in love and learning, being tolerant, having resilience and developing enquiring minds, so that we can all experience the abundance Jesus came to give us.

Mission statement

In our small, friendly school, everyone respects and cares for one another
In our community, church, home and school we work together to grown in faith and friendship
In our learning we encourage each individual to reach their potential to grow through skills, knowledge and understanding

Intent, Implementation and Impact

Intent:

History is all around us. The study of history ignites children's curiosity about the past in Britain and the wider world. Through finding out about how and why the world, our country, culture and local community have developed over time, children understand how the past influences the present. History enables children to develop a context for their growing sense of identity and a chronological framework for their knowledge of significant events and people. What they learn through history can influence their decisions about personal choices, attitudes and values. At Emmanuel Holcombe our intent, when teaching history, is to stimulate the children's curiosity in order for them to develop their historical knowledge, skills and understanding.

Implementation

In history, children are taught the same historical skills throughout the school, starting with 'Understanding the World' objectives from the Early Learning Goals in Acorns, but the skills are progressive and applied to time periods.

History units focus on these key skills:

- Developing a chronological understanding, putting the time period in context.
- Understand the cause or consequence of a significant historical event.
- Understand what has changed and what has stayed the same.
- Understand the impact of a time period on our lives today.
- The opportunity to ask historically valid questions.
- Analysing evidence and questioning its validity.

We use the National Curriculum as the basis for our curriculum planning, and from this, we have tailored our 2 Year Cycles to our children, ensuring that we cover and use our local resources to enhance the children's awareness of their own history and location. We ensure that there are opportunities for children of all abilities to develop their skills and knowledge in each unit and we build planned progression into the scheme of work so that the children are increasingly challenged as they move up through the school.

Impact:

By the time children leave Emmanuel Holcombe they will have had accessed high quality teaching, of a progressive curriculum which supports them to develop the skills and knowledge listed in the Early Learning Goals and History Programmes of Study Key Stages 1 and 2. In particular, we hope that all children will have:

- A secure knowledge and understanding of people, events and contexts from the historical periods covered.
- The ability to think critically about history and communicate confidently in styles appropriate to a range of audiences.
- The ability to consistently support, evaluate and challenge their own and others' views using detailed, appropriate and accurate historical evidence derived from a range of sources.
- The ability to think, reflect, debate, discuss and evaluate the past, forming and refining questions and lines of enquiry.
- A passion for history and an enthusiastic engagement in learning, which develops their sense of curiosity about the past and their understanding of how and why people interpret the past in different ways.

- A respect for historical evidence and the ability to make robust and critical use of it to support their explanations and judgements.
- A desire to embrace challenging activities, including opportunities to undertake high-quality research across a range of history topics.

Teaching and Learning

Subject leaders have purposefully designed a curriculum where key knowledge, key vocabulary and key skills are taught from preschool to Year 6. Units build on prior learning and all units have a clearly defined end point. Leaders have also carefully woven four key historical concepts into our history curriculum.

Assessment

Assessment follows a variety of different methods. The teacher will informally assess throughout any History lesson giving oral feedback, and instant methods of ways to improve. All children from Year 1 onwards have a History Journal which will show progression in their History knowledge and skills. All year groups, including EYFS, have photographs and evidence of 'Understanding the World' or History lessons. Progression and achievement are tracked against learning objectives on Title Pages.

To help inform teacher assessment, Knowledge Retrieval Weeks are planned 6 times a year to assess the children's ability to recall key knowledge and vocabulary. Using Knowledge Retrieval Week scores, pupil's books etc, teachers use a best-fit model to record their judgements on assessment grids. At the end of each unit, teachers decide whether a pupil is 'Working towards' (WTS)', 'Expected' (E), or 'Greater Depth' (GD) and record pupil initials on the whole class assessment grids. Teachers then input an end of year judgement into Target Tracker, (once a year), using the unit assessment grids to make an overall judgement. This enables staff to measure progress throughout a pupil's time in school.

Planning and Resources

Planning and resources for History lessons are the responsibility of the class teacher. Class teachers have access to the progression documents and vocabulary spines and have constructed their 2 Year Cycle plans using these. Most History resources are kept in 'Topic Boxes' in the relevant classroom. Some History resources are stored in the cellar.

Organisation

History and Geography from Y1 to Y6 is taught alternate half terms.

Equal Opportunities

The History curriculum adheres to the Emmanuel Holcombe Equal Opportunities Policy. The History curriculum considers issues of difference: gender, race and ethnicity, and class. History from around the world is taught.

Inclusion

Central to the ethos of the teaching of art and design at Emmanuel Holcombe is the belief that the ability to appreciate History is within everyone. Teachers set suitable learning challenges and respond to each child's different needs.

We recognise that there is a wide range of capability across the student body. Tasks and activities are designed to allow students to engage at their own level. This is done by:

- Setting open-ended tasks
- Incorporating gradual increases in the progression of skills across the curriculum
- Taking ability into account when grouping children for activities –either setting mixed ability groups or assigning different tasks to different groups.
- Providing resources of different complexity

Role of the Subject Leader

The role of the History co-ordinator is:

- Order and maintain History resources.
- Ensure staff display a positive and enthusiastic approach to the teaching of History in school.
- Review the History policy, curriculum progression document and action plan annually and inform staff of any changes.
- Complete evidence scrutiny to ensure all objectives are being covered.
- To support staff if needed

Parents

Parents are encouraged to be a part of their child's History education. Work will be shared at parent's evenings, in class assemblies and through theme weeks. Experiences will be shared and celebrated via seesaw and twitter. Parents and carers are invited and encouraged to attend all these assemblies and theme weeks throughout a child's time at Emmanuel Holcombe.