

History Policy

Horwich Parish CE Primary School



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*Our vision is to be a school where everyone can achieve and "let their light shine" both individually and collectively as a community.
Learning to love each other as Jesus loved us, respecting each other and growing into the people God has called us to be.*

Contents

Section		Page
1	Purpose of the Policy	3
2	Subject Vision	3
3	Aims and Outcomes	3
4	Teaching and Learning	4
5	Curriculum Overview	4
6	Cross-Curricular Links	6
7	Assessment and Recording	6
8	Resources	7
9	Roles and Responsibilities	7
10	Inclusion	8
11	Links to Other Policies	9
12	Monitoring and Review	9

1. Purpose of the Policy

This policy reflects the aims and values of Horwich Parish CE Primary School. It ensures all stakeholders, including staff, governors, parents and pupils, are working towards the same goals.

The purpose of this policy is to:

- Set out a framework for all teaching and non-teaching staff, giving guidance on planning, teaching and assessment.
- Demonstrate adherence to the National Curriculum objectives and guidelines.
- Provide clear information to parents and carers about what their children will be taught.
- Allow the governing board to monitor the curriculum.
- Provide OFSTED inspectors with evidence of curriculum planning and implementation

This policy will be available on our school website.

2. Subject Vision

At Horwich Parish CE Primary, we believe a high-quality History education should inspire pupils to be curious and creative thinkers who develop a complex knowledge of local and national history and the history of the wider world.

We want pupils to develop confidence to think critically, ask questions and be able to explain and analyse historical evidence.

Through out schemes of work, we aim to build an awareness of chronology and the significant events and individuals in global, British and local history and recognise how things have changed over time.

History will support children to appreciate the complexity of people's lives, the diversity of societies and relationships between different groups.

Studying History allows children to appreciate the many reasons why people may behave in the way they do, supporting children to develop empathy for others while providing an opportunity to learn from mankind's past mistakes.

3. Aims and Outcomes

By the time pupils leave the school, they should be able:

- To understand chronology making connections over periods of time and what was happening at the same time globally to develop a chronologically secure knowledge.

- To understand the key disciplinary concepts of change and continuity, cause and consequence, similarities and differences, historical significance, historical interpretations and sources of evidence and to learn how historians use these skills to study and analyse the past and make judgements.
- To use these skills and sources to create their own historical enquiries.
- To be aware of key substantive concepts including power, invasion, settlement and migration, empire, civilization, religion, trade, achievements of humankind, society and culture.
- Through using Kapow Primary's History scheme of work meet the end of key Stage attainment targets in the National Curriculum and the aims also align with those set out in the National Curriculum.

4. Teaching and Learning

History is taught in single and mixed age classes, dependent on the classes, by class teachers. Lesson plans are based around the subject's long-term plan (see Kapow's scheme of work) and resources available, with objectives adapted to suit the stage of development for the pupils in each class. The teaching of History will involve:

- Whole-class teaching
- Small group discussions
- Undergoing historical enquiries
- Handling artefacts
- Having access to secondary sources such as books and photographs
- Visitors talk about personal experiences
- Stories from the past
- Using drama to act out historical events
- Interviewing family and friends who are older
- Use resources from the internet and videos
- Research from the internet
- Researching from non-fiction books

5. Curriculum Overview

Here at Horwich Parish CE Primary School the pupils will follow the Kapow Scheme of Work.

Kapow provides the following documents to show the gradual development of learning, the outcome being the acquisition of knowledge and skills that enable each pupil to enquire, research and analyse.

5.1. History Progression of Knowledge and Skills

This document gives an overview of the skills and knowledge covered in each phase and strand and how these skills are developed in order to enable pupils to reach the end of key stage outcomes outlined in the National curriculum. This

document explains the substantive knowledge strands: topic knowledge, chronological awareness and the substantive (abstract) concepts plus the disciplinary strands: disciplinary concepts and historical enquiry.

5.2. The History Long-term plan

This gives a suggested order for teaching our History units over a school year. There are three units per year group, each made up of six lessons. A brief summary of each unit is provided. This document also gives information about how our curriculum has been designed, and any flexibility to move units around to adapt the scheme to suit your school.

5.3. Intent, Implementation and Impact Plan

This document outlines the intent and rationale behind Kapow Primary’s History scheme of work, how to implement it and how to measure pupil progress and impact.

5.4. National Curriculum coverage and History National curriculum coverage — mixed-age

These documents provide an overview of the national curriculum for History, including its objectives and content. Kapow Primary’s units have been mapped against the curriculum to indicate their coverage. This information supports teachers in ensuring that no objectives are missed, even if a unit is omitted. The same information can be found on our lesson plans. They also show how KAPOW mixed-age scheme of work gives National curriculum coverage.

5.5. History: Progression of Vocabulary

A document showing how vocabulary builds through the KAPOW curriculum.

5.6. Programmes of Study at Horwich Parish CE Primary School

Cycle A

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS and Year 1						
Year 1 and 2		How am I making history?		How have toys changed?		How did we learn to fly?
Year 3 and 4	Would you prefer to live in the Stone, Bronze or Iron Age?		Why did the Romans settle in Britain?		How hard was it to invade and settle in Britain?	
Year 5 and 6	What does the census tell us about our local area?		What did the Greeks ever do for us?		Transition Unit	

Cycle B

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS and Year 1		Guy Fawkes and the gunpowder plot	Florence Nightingale		Seaside holidays in the past	
Year 1 and 2		What is history?		How was school different in the past?		What is a monarch?
Year 3 and 4	What did the Ancient Egyptians believe?		How have children's lives changed?			Where does our food come from?
Year 5 and 6	Were the Vikings raiders, traders or something else		What was life like in Tudor England?		What was the impact of World War 2 on the people of Britain?	

6. Cross-Curricular Links

This curriculum allows for cross curricular links including SMSC which encourages empathy towards other cultures and religions, and reflection on moral issues (see separate statement documents for SMSC and Bucket Lists).

7. Assessment and Recording

7.1 Assessment

Horwich Parish CE Primary School uses assessment to enable staff to understand what pupils have learnt before, what they need to learn now and what they will learn next.

Formative Assessment

There is a Kapow retrieval activity at the start of every lesson with at least one of these activities or a separate written metacognition exercise completed per unit and found in every child's foundation book. Assessment is used to inform planning and to facilitate differentiation. The assessment of children's work is on-going to ensure that understanding is being achieved and ensure progress is being made. Feedback is given to the children as soon as possible and marking work will be guided by the school's marking policy

Summative Assessment

The Kapow assessment materials (multiple choice, skills catcher, substantive assessment) are used at the start and end of each unit. The subject leader will provide a mark scheme for questions providing a longer answer so as to ensure consistency across marking. David Weatherly's differentiated list of critical thinking skills can be used to assess as well by the teacher. This list can be shown on request and is accessible on GDrive for all staff.

The class teacher makes a summary judgement of the work for children and considers whether the child is working towards, age related or greater depth plus SEN and pupil premium children are also identified. The mark is recorded on SIMS. Comparing the pre and post unit assessments allows teachers and the subject leader to gauge the progress of individuals and groups of pupils.

7.2. Marking

Children receive regular feedback and marking follows the school's marking policy.

7.3 Recording

In Key Stage 1 and Key Stage 2 the children each have their own foundation book to record their work.

In EYFS the children's work is mainly practical.

Recording may take the form of photographs, pictures, notes or written work, and may be worksheet-based or fully independent. In EYFS, assessment of geographical knowledge and skills are considered as part of the judgement for the 'Knowledge and Understanding of The World' aspect of learning.

8. Resources

8.1 Textbooks and other equipment

Besides using the Kapow scheme as a resource (see also Kapow's Equipment List document), the children will use:

- Old school log book, exhibitions, illustrations, photos maps and other resources from the Horwich Heritage Centre of the local area and Horwich Parish School.
- Books from the library service are ordered to help teach.
- Child friendly websites.
- Jigsaws and posters.
- Purple Mash.

8.2 External speakers, local museums, trips

Refer to the school's Bucket List document.

9. Roles and Responsibilities

9.1 Headteacher

The headteacher and curriculum leader at our school will:

- Support the subject leader but also hold them to account for the effectiveness of the subject.

- Support staff through the provision of training and resources.
- Monitor the planning and delivery of the subject.
- Ensure the requirements of the National Curriculum are met.
- Ensure this policy is reviewed according to the timescales set out.

9.2 Subject leader

The subject leaders at our school will:

- Prepare and review subject policy and curriculum plans.
- Promote the study of the subject throughout the school.
- Monitor the teaching and assessment of the subject.
- Attend appropriate CPD.
- Stay informed regarding developments in the study and teaching of the subject.
- Evaluate resources.
- Provide training and CPD to staff on the subject curriculum and its delivery, and keep them informed about subject developments nationally (5-minute briefing termly).
- Assess the impact of the subject curriculum on pupils' learning and development.
- Provide reports to governors on the subject and how it is being taught.

9.3 Classroom teacher

Classroom teachers at our school will:

- Teach and assess the subject according to the principles laid out in this policy.
- Support subject leader during monitoring activities.
- Maintain subject knowledge and appropriate CPD.

10. Inclusion

Teachers set high expectations for all pupils in History. The school uses the KAPOW assessments prior to starting the unit in order to assess the needs for all pupils including:

- More able pupils.
- Pupils with low prior attainment.
- Pupils from disadvantaged backgrounds.
- Pupils with special educational needs (SEN).
- Pupils with English as an additional language (EAL).

Teachers will adapt KAPOW's activities/resources/outcomes so pupils with SEN, EAL and/or disabilities can access the History curriculum; more able children will have opportunities to demonstrate their skills, knowledge and understanding.

Every unit in History has bespoke vocabulary cards with illustrations to support children with SEN and EAL.

Further information can be found in our statement of equality information and objectives, and in our SEN policy and information report.

11. Links to Other Policies

This subject policy links to the following policies and procedures:

- Curriculum policy
- Assessment policy
- Marking policy
- SEN policy

12. Monitoring and Review

This policy will be reviewed by staff and governors every 2 years.