



History Policy

Middlewatch, Swavesey, CB24 4RN

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Intent

Intent vision statement

At Swavesey Primary School we aim to provide a broad, balanced and challenging curriculum which delivers varied and exciting learning opportunities. This enables us to motivate all pupils to 'leap into their learning' and make progress not only academically but to also grow a thirst for knowledge, instill a love of learning and become proficient independent learners throughout life. We follow the National Curriculum 2014 which states "a high-quality history education will help pupils gain a coherent knowledge and understanding of Britain's past and that of the wider world. It should inspire pupils' curiosity to know more about the past. Teaching should equip pupils to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. History helps pupils 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."

School Aims and Aspirations for pupils:

- Understand how, and why, human societies have progressed throughout history
- Know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world
- Know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind
- Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses
- Understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed
- Gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.

Implementation

The school's overview Long Term Plan (LTP) and detailed LTP (see separate excel document) tracks the knowledge and skills taught across each year group including early years. This document ensures coverage of all of the skills in the history assessment criteria. Where changes are required or desired in individual phases, teachers work alongside the subject leader to ensure that coverage of the key knowledge and skills is maintained.

Overview of content

Through a thoughtful selection and organisation of relevant historical information, pupils develop a chronologically secure knowledge and understanding of British, local and world history. They consider connections, contrasts and trends over time and develop the appropriate use of historical terms. Pupils understand how our knowledge of the past is constructed from a range of sources.

The Curriculum is delivered by:

- Class teachers and TA's where possible
- Cross curricular teaching across a term according to themed topics, the amount will vary accordingly.
- Teaching of progressive skills across the school.

Class teachers, with support from the subject leader, are responsible for planning and delivering effective lessons, in line with the national curriculum and the aims outlined in this policy. Our school has a history lead, who is responsible for ensuring the implementation of this policy across the school.

Enrichment and the wider community

Links with our local community provide rich and valuable learning opportunities. As a school, we welcome parents and visitors from our local community in to our classrooms to share areas of expertise to develop learning. We utilise our local environment, such as Fen Drayton Lakes, a nature reserve, to enhance learning opportunities.

Impact

The key impact that we aim to see is that, through conversation and lesson observation, children are developing their knowledge, skills and historical understanding. Assessment is an integral part of our teaching and learning cycle. Formative and summative assessment is used to track pupils' progress and direct our teaching.

Formative assessments include regularly assessing the depth of children's understanding through observations and looking at completed work.

Summative assessments are completed at the end of a unit of learning. Teachers are required to make a Below/Towards/At/Greater Depth judgement against the assessment criteria taught within that unit. See separate document for cohort assessment grids. At the end of the year a judgement is made based on all work covered and this is passed on to the following year's teacher and shared with parents.

Regular assessments are carried out against the EYFS framework, including '**Understanding the World**'. On entering reception, the Reception Baseline Assessment is carried out which assesses children's language, communication and literacy; and mathematics. In the summer term teachers make a judgement against all the Early Learning Goals (ELG) which determines whether a child has met the Good Level of Development (GLD). Summative assessments made at the end of every half term to monitor children's progress throughout the year.

The history subject leader will complete book looks, moderations and use pupil voice to monitor and evaluate the procedures in place are positively impacting outcomes for children.

Subject leaders are expected to:

- Offer help and support to all members of staff (including teaching assistants) in their teaching, planning and assessment of computing.
- Maintain resources and advise staff on their use.
- In conversation with the school business manager and Head teacher, manage their curriculum budget.
- Lead staff training on new initiatives.
- Attend appropriate in-service training and keep staff up to date with relevant information and developments.
- Help staff to use assessment to inform future planning.
- Track teacher assessment and discuss how judgements were made

The subject leader completes book looks, moderations, blinks and pupil voice to monitor and evaluate the procedures in place are positively impacting outcomes for all children.

This policy should be read alongside:

SEND policy

Equality and Diversity Policy

Homework policy

Early Years Policy

Esafety policy

Marking and Feedback policy

Health and Safety policy