

Denham Village School History Policy

January 2020

Introduction

At Denham Village School we are committed to providing all children with learning opportunities to engage in History. This policy sets out a framework within which teaching and non-teaching staff can work, and gives guidance on planning, teaching and assessment.

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. History fires the 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 History, children find evidence, weigh it up and reach their own conclusions. To do this they need to be able to research, sift through evidence, and argue points of view – skills that are valuable throughout life.

Intent

Topics are informed by the national curriculum and are sensitive to children's interests, as well as the context of the local area. The history curriculum at Denham Village is carefully planned and structured to ensure that current learning is linked to previous learning and that the school's approaches are informed by current pedagogy. In line with the national curriculum 2014, the curriculum at Denham Village aims to ensure that all pupils:

- Develop a curiosity and understanding of events, places and people in a variety of times and environments.
- Develop an interest in the past and an appreciation of human achievements and aspirations.
- Understand the values of our society and to link these with our school values.
- Learn about some major issues and events in the history of our own country and of the world and how these events may have influenced one another.
- Develop a knowledge of chronology within which the children can organise their understanding of the past.
- Understand how the past was different from the present and that people of other times and places may have had different values and attitudes from ours today.

- Understand the nature of evidence by emphasising the process of enquiry and by developing the range of skills required to interpret primary and secondary source materials.
- Distinguish between historical facts and the interpretation of those facts.

Implementation

At Denham Village School our school values of kindness, respect, resilience, aspiration and independence are at the heart of our planning and these values are implemented through high quality, cross curricular, immersive teaching.

History is taught throughout the year within a creative curriculum so that children achieve depth in their learning. Teachers have identified the key knowledge and skills of each topic and consideration has been given to ensure progression across topics throughout each year group across the school. Each topic is introduced by an initial immersive session to assess the children's prior knowledge and understanding, to inform the highest quality planning ensuring that children are challenged and high expectations are met.

Children are taught in mixed year age groups except Reception. The Early Years Foundation Stage (EYFS) follows the 'Development Matters in the EYFS' guidance which aims for all children in reception to have an 'Understanding of the World; people and communities, the world and technology' by the end of the academic year.

Cross curricular outcomes in History are specifically planned for, with strong links between the History curriculum and all other curriculum subjects especially English, Art, Design and Technology, Music and ICT enabling extensive contextual learning. The local area is also fully utilised to achieve the desired outcomes, with multiple opportunities for learning outside the classroom in the form of educational visits to local museums and learning centres. Planning is informed by and aligned with the National Curriculum with careful consideration given to how greater depth will be taught, learnt and demonstrated within each lesson, as well as how learners will be supported in line with the school's commitment to inclusion. Outcomes of work are regularly monitored to ensure that they reflect a sound understanding of the key identified knowledge.

Impact

Outcomes in Topic, English books and Art/DT displayed will evidence a broad and balanced History curriculum and demonstrate the children's understanding of identified key knowledge. Children review the agreed successes at the end of every session and are actively encouraged to identify their own target areas, with support from their teachers. Children also record what they have learned comparative to their starting points at the end of every topic through an extended piece of work.

The skills and knowledge that children acquire through each History topic will give them the necessary starting point to engage fully in new learning opportunities and skills in consequent terms and year groups, ensuring that progression of skills is developed throughout the school consistently.

Teaching and Learning

Across the whole school, there are four key historical learning strands that the children will explore over the course of their education at Denham Village –

- To investigate and interpret the past.
- To build an overview of world history.
- To understand chronology.
- To communicate historically.

As pupils develop these skills in a range of contexts, so too will they develop the ability to be independent learners, using the key historical skills they have gained to analyse, question and compare sources of evidence to form their own judgements about the past. Learning from these strands helps children to foster an enthusiasm and sense of curiosity about the past, encouraging pupils in their first steps towards being life-long learners.

The learning intention for each lesson is informed by the national curriculum 2014 and children are guided towards this within each lesson through the use of success criteria which is agreed within the lesson by the pupils and the teacher. Teaching and learning in History is supported by a range of resources including the Cornerstones scheme and Hamilton. Outdoor learning is planned for and progressive throughout the school and programmes of work are embedded with key knowledge, which itself has been mapped, along with key skills, to support affective assessment and ensure progression across the school.

Assessment

Assessment for learning is continuous throughout the planning, teaching and learning cycle. Key historical knowledge is taught to enable and promote the development of children's historical enquiry skills. Assessment is supported by use of the following strategies:

- Observing children at work, individually, in pairs, in a group and in class during whole class teaching.
- Using differentiated, open-ended questions that require children to explain and unpick their understanding.

- Providing effective feedback, including interactive marking through verbal feedback to engage children with their learning and to provide opportunities for self-assessment, consolidation, depth and target setting.
- Book moderation and monitoring of outcomes of work, to evaluate the range and balance of work and to ensure that tasks meet the needs of different learners, with the acquisition of the pre-identified key knowledge of each topic being evidenced through the outcomes.
- Use of the 'what I know already, what I want to know and what I have learnt' strategy throughout a unit, alongside specific and measurable LOs for each lesson with child and teacher review of the agreed success criteria.
- Use of an extended piece of work, either written, visual or presented to assess the children's understanding and depth of knowledge.

Planning and Resources

Existing History resources are stored centrally in the Resource Room and are organised into topic themes. The library contains a good supply of history topic books to support children's individual research. We also use the Library Loan box Scheme to hire books or artefacts to support specific units of study.

Class teachers are encouraged to have a topic table for each of the history schemes of work where books and other artefacts are displayed and easily accessible for children.

Teachers have identified the key knowledge that is being taught, as well as the skills that are being developed across each topic, and these are recorded in the History Subject Leadership File along with progression of skills across the school. Key vocabulary is also identified. Cross curricular outcomes are also identified prior to teaching and these are evidenced through outcomes of work, as well as being stated explicitly in planning. Evidence of work for reference is also recorded in the Subject Leader File for History.

Organisation

At Denham Village, we have a very creative approach to teaching History within the Curriculum, which means that History is not taught as a stand alone subject but is incorporated within the whole curriculum especially English, Drama, Art, DT, Music and ICT. This allows children to enhance their knowledge of History and develop related skills through a wide range of learning opportunities. This allows the children to achieve a greater depth of understanding of each topic. Due to mixed age group classes at Denham Village, History is taught using a rolling 2 year program ensuring full coverage.

EYFS

Early years explore historical themes and content through the Understanding of the World strand of the EYFS curriculum. This involves guiding children to make sense of their physical world and their community through opportunities to explore, observe and find out about people, places and time. They are assessed according to the Development Matters Attainment targets.

KS1 and KS2

The focus of our history teaching throughout the school will be on developing the following skills:

- to develop a chronological understanding of events in their own lives and from periods of history
- to develop their range and depth of historical knowledge and make comparisons
- to develop an ability to interpret events in history by comparing fact and fiction to comparing accounts of events from different sources
- to develop historical enquiry skills by answering simple questions to using a range of primary and secondary sources
- to organise and communicate their findings

Children will apply these skills in a range of different context and, over time, develop a more sophisticated and in-depth understanding of each of the four strands.

Equal Opportunities

At Denham Village school, we are committed to providing a teaching environment which ensures all children are provided with the same learning opportunities regardless of social class, gender, culture, race, special educational need or disability. Teachers use a range of strategies to ensure inclusion, focusing on our school values to maintain a positive ethos where children demonstrate positive attitudes towards others.

Support for specific individuals is well considered and planned for, with consideration given to how greater depth and further challenge can be provided for and demonstrated by children who require further challenge.

Inclusion (eg EAL/SEN/PPG/Provision for HA)

All pupils are entitled to access the History curriculum at a level appropriate to their needs.

Independent tasks, as well as teaching, are also well-adapted to ensure full accessibility, as well as to provide appropriate challenge to different groups of learners. The school makes full use of additional adults who are deployed effectively to ensure that identified children are able to make progress in each curriculum area, according to their full potential.

Opportunities for enrichment are also fully utilised, to ensure a fully inclusive and engaging History curriculum and this is supported through a number of links with places of historical interest in the immediate and wider locality which engage the children further through practical learning activities.

Role of the Subject Leader

The coordinator's responsibilities are:

- To ensure a high profile of the subject.
- To ensure a full range of relevant and effective resources are available to enhance and support learning.
- To model the teaching of History.
- To ensure progression of the key knowledge and skills identified within each unit and that these are integral to the programme of study and secure at the end of each age phase.
- To monitor books and ensure that key knowledge is evidenced in outcomes, alongside and as supported and liaise regularly with the link Governor.
- To monitor planning and oversee the teaching and assessment of History.
- To lead further improvement in and development of the subject as informed by effective subject overview.
- To ensure that the History curriculum has a positive effect on all pupils, including those who are disadvantaged or have low attainment.
- To ensure that the History curriculum takes account of the school's context, promotes children's pride in the local area and provides access to positive role models from the local area to enhance the History curriculum.
- To ensure that approaches are informed by and in line with current identified good practice and pedagogy.

Parents (Including Homework)

At Denham Village we actively encourage the involvement of families and the wider community to help support the teaching of history.

Parents and carers are involved with supporting their children with topic-based homework. History homework tasks are well communicated and have a clear purpose, often providing children with the means to research, explore and enrich a topic to support their classroom work.

