

**TUTSHILL CHURCH OF ENGLAND SCHOOL**

**History Policy**

*Love One Another, Know Ourselves, Believe and Grow'*

Written: October 2022

Review: October 2024

Signed Headteacher.....

*Our Christian Vision is rooted in 1John 4:7  
'Dear Friends, let us love one another, for love comes from God'*

*Signed Committee chair.....*

## **Introduction**

Our Curriculum focuses on ensuring that all our children have the best chance to achieve our Christian Vision; Love One Another, Know Ourselves, Believe and Grow.

Our School Vision is rooted in 1John 4:7 *'let us love one another, for love comes from God'*.

Tutshill C of E Primary School is an inclusive school where all people are valued and nurtured to flourish and become the best version of themselves and responsible members of God's family.

## **Curriculum Drivers**

Throughout each subject that we teach we want to ensure that children leave Tutshill School ready for the next chapter of their life. Therefore, we want our children to:

- understand and use our school values
- be resilient and curious learners
- be globally aware
- be able to play a role in wider society

## **Subject intent**

At Tutshill C of E Primary School, we offer a structured sequence of lessons to ensure coverage of the skills required to meet the aims of the National Curriculum. Delivered through our core **Christian Values**, we provide opportunities for children to show creativity, compassion, develop perseverance and show responsibility when learning about history. Our History curriculum aims to develop our children's knowledge of historical events, people and places as well as significant periods of time. Challenging curriculum opportunities are planned so that children can use and develop their **metacognitive skills**. This broadens the children's **Global Awareness** and ensures that learning is relevant and purposeful to them and the society they live in. Our **Learning Behaviours** support the children in developing children's curiosity and a fascination of the world and its people that will remain with them for the rest of their lives.

## **Legal Framework**

This policy has due regard to statutory legislation and guidance including, but not limited to, the following:

- DfE (2013) 'National curriculum in England: History programmes of study'
- DfE (2017) 'Statutory framework for the early years foundation stage'
- Equalities Act 2010

## **Roles and Responsibilities**

### **Governing Board**

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- Link Governor will meet with the subject leader to be able to understand the programme of study.

**The headteacher is responsible for:**

- Holding the subject leader to account for pupils' attainment.
- Assisting the subject leader in reviewing and updating this policy annually.
- Supporting the subject leader in identifying CPD opportunities for themselves and classroom teachers.
- Promoting the needs of all pupils and ensuring they can access a well-rounded and inclusive curriculum.

**The subject leader is responsible for:**

- Preparing policy documents, curriculum plans and schemes of work for the subject.
- Attending training courses and undertaking CPD opportunities for themselves.
- Reviewing changes to the national curriculum and advising staff on new developments and assisting in their implementation.
- Working with classroom teachers to plan lessons and ensure continuity and progression from year group to year group.
- Monitoring the learning and teaching, providing support for staff where necessary.
- Encouraging staff to provide effective learning opportunities for pupils.
- Helping to develop colleagues' expertise in the subject.
- Organising the deployment of resources and carrying out an annual audit of all resources.
- Liaising with teachers and holding them to account for the attainment achieved.
- Communicating developments in the subject to all teaching staff.
- Leading staff meetings and providing staff members with the appropriate training.
- Organising, providing and monitoring CPD opportunities in the subject.
- Ensuring common standards are met for recording and assessment.
- Advising on cross-curricular and extra-curricular activities.
- Collating assessment data and setting new priorities for development of geography in subsequent years.
- Identifying areas for improvement and ensuring these are included in a subject specific action plan and form part of the SDP.
- Liaising with subject leaders from local Primary and Secondary Schools.

**The classroom teacher is responsible for:**

- Working with the subject leader to ensure the high-quality delivery of the curriculum and continuity between year groups.
- Acting in accordance with Tutshill C of E School policies.
- Ensuring progression of pupils' skills with due regard to the national curriculum.

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- Planning engaging and interesting lessons, ensuring a range of teaching methods are used to cover the content of the national curriculum.
- Monitoring the progress of pupils in their class and reporting this on an annual basis.
- Reporting any concerns regarding the teaching of the subject to the subject leader or a member of the senior leadership team (SLT).
- Undertaking any training that is necessary in order to effectively teach the subject and improve practice.
- Reporting on pupils' progress at parents' evenings and in end of year reports.

**The Specialist Educational Needs and Disabilities Co-ordinator (SENDCO) is responsible for:**

- Liaising with the subject leader in order to implement and develop the subject throughout the school.
- Organising and providing training for staff for pupils with special educational needs and disabilities (SEND).
- Advising staff how best to support pupils' needs.
- Advising staff on the inclusion of objectives in pupils' individual education plans.
- Advising staff on the use of teaching assistants in order to meet pupils' needs.

**The Curriculum**

**Early Years Foundation Stage**

History is delivered through 'Understanding the World – Past and Present.'

**National Curriculum**

In Key stage 1, pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. They should use a wide vocabulary of everyday historical terms. They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. They should understand some of the ways in which we find out about the past and identify different ways in which it is represented. In planning to ensure the progression described above through teaching about the people, events and changes outlined below, teachers are often introducing pupils to historical periods that they will study more fully at a later date.

In Key Stage 2, pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources. In planning to ensure the progression

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described above through teaching the British, local and world history outlined below, teachers should combine overview and depth studies to help pupils understand both the long arc of development and the complexity of specific aspects of the content.

## **Subject Implementation**

### Teaching and Learning

History is taught in the first half of every long term throughout the school. Units are organised to allow children to focus on developing their knowledge and skills of things within living history and then building up to having a wider understanding. In order to support children in their ability to know more and remember more, there are regular opportunities to review the learning and key concepts that have taken place in previous units as well as previous lessons. In each classroom, educational, immersive displays are used and these answer questions help to create a rich learning environment for each History focus.

Children are given a Knowledge Schema which details key information, dates and vocabulary for each unit and these are found in their books at the beginning of each unit. This is not used as part of an assessment, but to support children with their acquisition of knowledge and is used as a reference document throughout the learning. Consideration is given to greater depth children and how they will be taught and how learners will be supported learners along with the school inclusion policy. We teach our weekly lessons in a creative and engaging way using the ABCDE model. In lessons, children 'Activate' previous learning; 'Build' on what they know; receive 'Coaching' to help them improve; 'Do' something to 'Demonstrate' their understanding and 'Evaluate' their learning.

All children are able to learn and achieve whilst developing the skills needed to become responsible, respectful and happy members of society that lead fruitful and productive lives. We broaden the children's history experiences through the use of Outdoor Learning and we plan for effective use of educational visits and visitors, to enrich and enhance the pupil's learning experience. We are developing unit boxes that are used to store primary resources for the different units in each year group. Children use their History books to apply skills and knowledge throughout the whole process of learning.

## **Assessment and reporting**

Throughout the year, teachers will plan on-going assessment opportunities in order to gauge whether pupils have achieved the key assessment criteria.

- Assessment in History is based upon knowledge and understanding, rather than achievement in English or maths.
- Formative assessment, which is carried out informally throughout the year, enables teachers to identify pupils' understanding of subjects and informs their immediate lesson planning.
- In terms of summative assessments, the results of end of year assessments will be passed to relevant members of staff, such as the pupil's future teacher.
- Parents will be provided with a written report about their child's progress during the summer term every year.

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- Verbal reports can be provided at parental consultations during the Autumn and Spring terms.
- Pupils with special educational needs and disabilities (SEND) will be monitored by the special educational needs coordinator.

#### Assessment will take place through the following ways

- Summative end of unit assessment will be undertaken termly
- Pupil's understanding will be assessed through focused questioning and Assessment for Learning strategies
- Progress will be reported to parents annually

#### **Health and Safety**

All staff will act in accordance with the schools Health and Safety policy.

Staff immediately will report any concerns to the Office Manager and Executive Headteacher, Deputy Headteacher in Heads absence.

Risk assessments are completed and carried out as required.

#### **Equality statement**

- All pupils will have access to the History curriculum
- Gender, learning ability, physical ability, ethnicity, linguistic ability, cultural circumstances and/or any other factors, will not impede pupils from accessing all History lessons.
- Where it is inappropriate for a pupil to participate in a lesson because of reasons related to any of the factors outlined above, the lessons will be adapted to meet the pupil's needs and alternative arrangements involving extra support will be provided where necessary.
- All efforts will be made to ensure that cultural and gender differences will be positively reflected in all lessons and teaching materials used.
- We aim to provide more academically able pupils with the opportunity to extend their historical thinking through extension activities such as research of a Historical nature.

#### **Subject Impact**

The impact of using a full range of resources, including display materials, across the school will have an increase in the profile of History. Through the high quality teaching of History taking place impact of the subject is seen in different ways such as; through books, posts added to their online learning journals (Seesaw), assessments and pupil voice. Work will show that a range of themes are being covered, concepts are revisited, and cross curricular links are made where possible. The learning environment across the school is consistent with historical technical vocabulary displayed, spoken and used by all learners. We ensure that History is loved by children across school, therefore encouraging them to want to continue building on this wealth of historical knowledge and understanding, now and in the future. 95% of children reach the expected standard for History in the end of unit assessments.

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