



**“We all flourish from a wealth of learning experiences that positively impact on our educational, physical and emotional success”**

## Horsted School



### History Policy

Horsted school is a vibrant, safe and welcoming school where we celebrate and welcome differences within our school community. The ability to learn is underpinned by the teaching of basic skills, knowledge, concepts and values with a vision to prepare pupils for a happy and healthy life beyond primary school.

The shared vision of the Bluebell Federation is:

“We all flourish from a wealth of learning experiences that positively impact on our educational, physical and emotional success.”

Our school value, which underpin our curriculum, is that our children will leave us with a genuine enthusiasm for learning and as

1. **Striving** (they will be determined, persevere and they will be resilient);
2. **Thoughtful** (They will be creative, logical and curious about their world and those around them);
3. **Ambitious** (personally, emotionally and academically);
4. **Resilient** (be motivated, be able to problem-solve and stay positive); and
5. **Supportive** (of themselves, others and their wider community) individuals.

#### Aim and purpose

We aim to achieve this through our curriculum’s rich web and in partnership with parents. The curriculum at Horsted is designed to provide an enjoyable, broad and balanced education that meets the needs of all children. It provides opportunities for children to develop as independent, confident and successful learners, with high aspirations, who know how to make a positive contribution to their community and the wider society.

Horsted is an inclusive school. We strive to ensure that all children will be able to access the curriculum or make necessary modifications to it in order to achieve this.

<b>Approved by:</b>	Rebecca Nichols	<b>Date:</b> 6/3/2023
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## HISTORY POLICY

‘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.’

(DfE National Curriculum 2014)

### **Aims and Purpose:**

Our History curriculum aims to ensure all pupils:

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 British history fits in with other periods in world history.

understand 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.

gain and deploy a historically grounded understanding of abstract terms such as ‘empire’, ‘civilisation’, ‘parliament’ and ‘peasantry’

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

to develop skills of enquiry, investigation, analysis, evaluation and presentation, 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.

The content of the school curriculum aims:-

To ensure all pupils in Key Stage 1:

- develop an awareness of the past, using common words and phrases relating to the passing of time
- 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
- use a wide vocabulary of everyday historical terms
- ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events

- understand some of the ways in which we find out about the past and identify different ways in which it is represented.

To ensure all pupils in Key Stage 2:

- 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
- note connections, contrasts and trends over time and develop the appropriate use of historical terms
- regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance
- construct informed responses that involve thoughtful selection and organisation of relevant historical information
- understand how our knowledge of the past is constructed from a range of sources and that different versions of past events may exist, giving some reasons for this

### **Expectations:**

By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study. (DfE 2014)

### **STARS:**

The teaching of History at Horsted will enable students to be inspired by key figures in the past who have been ambitious and shown determination in their lives - overcoming different barriers to achieve their accomplishments. Realising what others can overcome when faced with adversity will help Horsted children to develop their own resilience and also build empathy, which will enable them to be more supportive of others and themselves. With a knowledge of the wider world, children will appreciate the differences in cultures and the importance of supporting the environments in which they live. Through the teaching of History, children will develop critical, enquiring minds and a curiosity that will drive them to pursue answers and the confidence to know that they are capable of gaining this knowledge through their own hard work.

### **Organisation and Planning:**

At Horsted we follow the Kapow schemes for History which uses the National Curriculum documents for History as the basis for their curriculum planning. Wherever possible, we have supplemented Kapow lessons with aspects of our locality, as suggested in the planning, to develop an understanding of some of our local history for the children.

At Horsted we know that children learn best when:

- They have access to, and are able to handle artefacts
- They go on visits to museums and places of interest
- They have access to secondary sources such as books and photographs
- Visitors talk about personal experiences of the past
- They listen to and interact with stories from the past
- They undertake fieldwork by interviewing family and older friends about changes in their own and other people's lives
- They use drama and dance to act out historical events
- They are shown, or use independently, resources from the internet and videos
- They are able to use non-fiction books for research

- They are provided with opportunities to work independently or collaboratively, to ask as well as answer historical questions.

History planning can be found clearly identified on Kapow website. Teachers have access to ‘teacher knowledge’ videos and skills progression documents, to ensure that the subject matter and prior learning of the children is clear.

### **Assessment, recording and reporting:**

Each child’s performance in History will be assessed by the teacher using the summative assessment marksheets on Arbour. Summative assessments indicate if the teacher thinks the child is working towards the expected level, at the expected level or at greater depth. Formative assessment is used to monitor student learning in order to provide feedback that can be used to improve teaching and learning outcomes. Carefully planned entry and exit tasks allow for formative and summative assessment of learning and provide the opportunity for children to demonstrate what they know. Exit tasks are often in the form of an extended writing, debatable questions, or a reasoned response to a stimulus. This ensures that children are able to synthesis and elaborate on all of the knowledge that they have acquired throughout the teaching sequence, whilst also setting them up for success beyond the walls of Horsted School. Teachers also collate evidence, from selected children, of History work across WTS, EXS and GDS in the school WAGGOLL Assessment books, which allows staff to establish high expectations for their year groups, especially in the event of changing year group.

Targeted questioning and use of pink next steps check pupils’ understanding systematically and effectively in and after lessons, offering clearly directed and timely support, i.e. moving children on from their starting points, providing different starting points and addressing misconceptions at the point of need. We provide children with incisive verbal feedback, about what they can do to improve their knowledge, understanding and skills.

### **Inclusion and differentiation:**

In order to provide all pupils with relevant and appropriate work at each stage, we:

- Set suitable learning challenges depending on the needs and abilities of the children within the lesson.
- Respond to pupils’ diverse needs, which could include extension tasks to stretch the most able, allowing children to present their learning in a variety of ways and ensuring that history lessons are made as kinaesthetic and hands on as possible.
- Endeavour to overcome potential barriers to learning.

### **The Role of the Subject Leader:**

- To advise colleagues, where necessary, on the development of planning and delivering the curriculum.
- To keep up to date with developments in history education passing this on to other members of staff.
- To monitor and evaluate progress and outcomes in history, supported by the progression document for History and liaise with senior leadership on any action necessary.

- To liaise with appropriate bodies e.g. other primary and secondary schools, governors, the LEA etc. concerning matters relating to history.
- To monitor learning in history by working alongside colleagues and by viewing children's achievements.

### **Resources:**

A range of books linking to themes in history are available in the Library in KS1.. Children will have access to these throughout their history topics to supplement their learning with reading for purpose. Teachers are encouraged to use local libraries to enhance the collection of books available to children to ensure that a wide variety of texts are presented to children. Artefacts for subjects are stored in year group classrooms. Teachers are aware of relevant websites to borrow more artefacts from and new artefacts, which are relevant to the topics, are bought periodically. At appropriate times, children should also have access to child-safe websites on the school laptops for research purposes and also be presented with a variety of videos, sound bites and interviews on the interactive whiteboards.

### **Health and safety:**

When working with tools, equipment and materials, in practical activities and in different environments, including those that are unfamiliar, pupils should be taught:

- about hazards, risks and risk control.
- to recognise hazards, assess consequent risks and take steps
- to control the risks to themselves and others.
- to use the information to assess the immediate and cumulative risks.
- to manage the environment to ensure the health and safety of themselves and others.
- to explain the steps they take to control risks.

Teachers will include in their medium/short term planning, a risk assessment outlining tools and materials which could pose a possible risk to pupils/staff using them.