



# History Policy

**Date: September 2024**

**Review date: September 2025**



## Policy Changes

Date	Actions
September 2021	Policy implementation
September 2022	No changes
September 2023	Reviewed and updated
September 2024	Reviewed and updated

## Subject Leader

Date	Subject Leader
September 2021	Gemma Huntoon
September 2022	Megan Ritchie
September 2023	Megan Ritchie
September 2024	Megan Ritchie



## Mission Statement

*At Masefield we believe that all our children can achieve, becoming successful future citizens that contribute positively to a society in which all members are equally valued.*

*High aspirations, high motivation and high outcomes for all, ensure that achievement gaps wherever they exist are narrowed in order to improve pupils' life choices and future prospects.*

*We strive for all of our children to be safe, feel valued, develop resilience and continually learn within our nurturing and supportive community.*

*At Masefield, our children BELIEVE, ACHIEVE and SUCCEED!*

## Curriculum

The curriculum, in its widest sense, firmly underpins the school's Mission Statement, Aims and school motto 'Believe, Achieve, Succeed'. At Masefield, the curriculum is rooted in the needs and context of our community and learners. We provide an enriching and exciting curriculum the foundations of which are rooted in quality first hand experiences, designed to develop vocabulary and cultural capital whilst ensuring that knowledge is durable and transferrable allowing pupils to make connections, develop and apply skills and reason.

Our school curriculum design focuses on the knowledge, skills and understanding of our pupils and their needs in order that all children achieve well. Our school curriculum provides for academic achievement but places the role of developing spiritual, moral, cultural and social development at the heart of all we do with the ultimate aim of ensuring all pupils leave Masefield with the confidence, knowledge and skills to become successful and independent lifelong learners who can make a positive contribution to our diverse and democratic society.

## Curriculum Intent for History

The History curriculum at Masefield is designed to create a bridge between today's world and the myriad fascinating worlds of the past, which automatically provokes questions from pupils. Tempered and channelled correctly, its study can turn this naturally occurring curiosity into the development of tools every pupil needs in order to be able to express their thoughts and positively engage with the world around them.

At Masefield, History is taught as a discrete subject in order that the development of knowledge and skills is taught meaningfully and explicitly. Naturally, links are made to other areas of the curriculum but this does not dilute the quality and entitlement of high quality History teaching.

The school's long term plan for History sets out the content of teaching within in each year group. This is supported by the school's History progression document which demonstrates learning outcomes within each strand of development within a History unit. Short term planning details how this content is developed over a series of lessons within the unit of work. The organisation of the History curriculum provides structured opportunities for pupils to:

- gain a coherent, chronological knowledge and understanding of Britain's past and that of the wider world
- develop a deep understanding of history, by connecting new knowledge with existing knowledge
- contribute to a connected network of ideas and knowledge across the curriculum



- develop and appreciate the cultural capital that they need to succeed in life
- engender an appreciation of human achievement and an understanding of its development
- be introduced to the language and vocabulary of History
- be introduced to key historical skills such as oracy and argument
- make reasoned arguments about historical influences on current development and sustainability issues
- explore how the actions of people in the past have led to some of the global problems we face today
- understand the impact their choices can have on the future
- develop knowledge of other societies, cultures and beliefs
- understand the impact values and beliefs have on the decisions and actions of individuals, organisations and governments, made today
- understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups
- explore their own identity, values and beliefs

### **Teaching and Learning History**

In addition to the conscious structure and design of the History curriculum, great consideration has been paid to the design of the implementation of the curriculum in the classroom. Teaching delivery will vary according to the activities being undertaken, but will follow the principles set out in the Teaching, Learning and Implementation policy and will include class, group and individual instruction and guidance, exposition and demonstration, and the use of questioning and discussion. The following resources and approaches are adopted across all year groups in order to ensure effective delivery of the intended curriculum.

#### Visits and Visitors

In order to enhance learning and provide children with deeper understanding of time and place a sequence of visits and visitors are built into the curriculum. These experiences allow children to visualise what places may have looked like and also help to 'bring to life' the experiences of people at the time.

#### Seesaw

Seesaw is an online portfolio that collates pupil's work that has been completed digitally. This software allows teachers and pupils to give feedback verbally. This may accompany pupil History books with photographic evidence of pupil work.

#### Knowledge Organisers

Each unit of work has a corresponding knowledge organiser which has been designed purposefully alongside the subject content and progression. These are used by all year groups in each lesson. They are used in a variety of ways in the classroom:

- to draw pupil's attention to the facts they will learn and how these fit into the bigger picture. This gives pupils a sense of perspective and coherence
- to assess pupils understanding about a unit
- to support learning at home through homework tasks and projects



- to check previous knowledge by revisiting at regular intervals (knowledge days)
- to make clear links with prior and future learning
- to ensure progression of key concepts and vocabulary

### Knowledge Days

The development of pupil's memory is an integral part of everything we do. Long-term memory is now viewed as the central, dominant structure of human cognition. Everything we see, hear, and think about is dependent on and influenced by our long-term memory. Therefore we must ensure pupils have the opportunity to develop their memory each day and give them activities that allow them to practice previously learnt knowledge. Knowledge Days take place each half term. These are planned in advance so teachers have time to prepare resources.

Pupils revisit learning using low-stake quizzes and presentations. LBQ is used for retrieval practice and group presentations are used to share understanding of a previously learnt topic. It is expected that each group within a class will focus on different areas of previously learnt knowledge then share their understanding of this with the rest of the class.

### Learning by Questions (LBQ)

LBQ is used as a diagnostic tool at the start of a unit of work in order to assess and revisit prior learning within a curriculum strand. It is also used as one part of the end of unit assessment. During knowledge days, LBQ is used to revisit and/or reassess previous learning.

### Presentations

The celebration of pupil's work and the sharing and articulation of knowledge and experiences is a fundamental part of the curriculum. Knowledge days support this alongside spaced retrieval with peers in the classroom. In addition, within each year, pupils will their work and their learning to the other class in their key stage.

## **Assessment**

Progress and attainment in History is tracked using the school's own assessment system which is based upon a progressive subject criteria that is assessed within each area of learning. Teacher assessment of the history work produced and skills developed is assessed alongside key subject knowledge. The assessment of knowledge takes place through the use of Learning by Questions (LBQ). Pupils answer a series of questions specific to the strand of art they have studied for example, painting. This retrieval practice allows pupils to retrieve previously taught information from the long term memory. This assessment alongside assessment of pupils practical work is used to make an overall assessment of learning. This is recorded on the cohort's History tracker.

The History tracker provides a cohesive picture of history attainment for each cohort and clearly identifies pupils requiring additional support. The information provided is valuable for class teachers in supporting their pupils but also to the subject leader and senior leaders about the strengths and weaknesses in History across cohorts, groups and the whole school.

Through targeted intervention and revisiting learning through 'Knowledge Days', assessment remains functional and fluid and is updated to reflect the impact of intervention and also the further progress pupils have made.



## **Resources**

The organisation and deployment of resources, including risk assessment, is the responsibility of the subject leader. Management, equipment and resources for History are organised to promote effective use by pupils. Teachers demonstrate the ways in which specific materials or processes will be organised, and pupils are expected to take an increasing level of responsibility for that organisation.

The school is committed to expanding present equipment wherever necessary and possible, and to organising human and physical resources, with the aim of motivating both staff and pupils to take part in creative activities.

The class teacher is responsible for ensuring the safety of the children during the lesson by instructing them in the safe and appropriate use of any equipment. The class teacher is responsible for the general care of the equipment during the lesson by instructing the children in the correct use of the equipment and by replacing them safely after use. The class teacher should report damage to equipment to the History Leader as soon as possible.

## **Continuing Professional Development**

In order to ensure the highest quality teaching and learning in History, the school is committed to the continuing professional development of both teachers and teaching assistants. The focus of this is determined by the History subject leader who has the responsibility for coordinating, delivering or sourcing the relevant development opportunities for staff.

## **Subject Leadership**

The role of the subject leader and supporting documentation is detailed in the school's Subject Leader Handbook. The provision of allocated subject leadership time ensures that teachers have the dedicated time to fulfil their roles and responsibilities which include:

- supporting and guide the practice of teachers and support staff;
- ensuring coverage, continuity and progression in planning;
- monitoring and evaluate the effectiveness of History teaching and learning;
- updating documentation where necessary;
- producing action plans for the School Development Plan, preparing bids and manage the History budget effectively;
- liaising and consulting with outside agencies where appropriate;
- preparing and leading INSET;
- attending relevant INSET training;
- reviewing regularly the contribution made by History to a meaningful curriculum;
- reporting to senior leaders, local governors and external reviewers about the position and development of art across the school



## **Spiritual, Moral, Social and Cultural Development**

Our pupils learn about the lives of others and events in the past shape history and the present day and contribute to the culture, creativity and wealth of our nation and the world. By its very nature, history has the wonderful ability of creating a sense of reflection and judgement. When looking at past events, children naturally draw conclusions about justice and fairness, whilst simultaneously encouraging empathy when imagining what it would be like to live in a particular time, or with a particular group. This helps develop their own, individual understanding of right and wrong and what it means to be a responsible, respectful and active citizen in their community. When looking at past societies and the experience of people living in them, we encourage children to compare them to their own lives. This has the dual benefit of both seeing how far society has come, as well as aspects that still need to be addressed.

## **Equal Opportunity and Inclusion**

At Red, we endeavour to provide all children with an equal opportunity to maximise their individual potential; this is regardless of ability, gender, cultural background, race, religion, or disability. Activities both within and outside the classroom are planned in a way that encourages full and active participation by all children, matched to their knowledge, understanding and previous experience. Our teaching attitudes, published materials used in instruction with pupils and this policy are guided by these respective policies. Equal emphasis will be given to the roles of both men and women in society, without reinforcing gender, religious or cultural stereotypes. In the planning stage, teachers ensure there is appropriate differentiation for all abilities –including gifted and talented, SEN and EAL. All children are challenged at an appropriate level for the individual. The History curriculum responds to individual needs in an inclusive and supportive manner which promotes and supports the mental health and wellbeing of all stakeholders & pupils.

We have carefully considered and analysed the impact of this policy on equality and the possible implications for pupils with protected characteristics, as part of our commitment to meet the Public Sector Equality Duty (PSED) requirement to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations.

## **Review**

This policy is monitored through:

- Regular scrutiny of children's work
- Regular monitoring and evaluation of planning
- Evaluation and analysis of assessment evidence
- Lesson observations to monitor the quality of teaching and implementation of planning
- Pupil interviews and questionnaires

This policy is reviewed by staff and governors annually.