Inspire Education Community Trust



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Learning together and inspiring success

History Policy

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Statement of intent

The aim of history teaching at Inspire Education Community Trust is to stimulate the children's interest and understanding about the life of people who lived in the past. We teach children a sense of chronology, and through this they develop a sense of identity and a cultural understanding based on their historical heritage. As a result, they learn to value their own and other people's cultures in modern Britain where societies are diverse. We teach children to understand how events in the past have influenced our lives today. We also teach them to investigate these past events and, by so doing, to develop the skills of enquiry analysis, interpretation and problem-solving.

This policy sets out the framework in which the history curriculum will be taught.

1. Legal framework

1.1. This Policy will have regard to the following statutory and non-statutory guidance:

- History programmes of study: key stages 1 and 2 – September 2013.

2. Roles and responsibilities

2.1. The History Leader is responsible for:

- Developing, resourcing and reviewing the school's History Policy.
- Planning, instigating and monitoring teaching programmes.
- Liaising with colleagues, including the SENCO, to differentiate teaching programmes in accordance with the needs of individual pupils.
- Working with other staff to teach the subject content.
- Keeping staff informed of visits and courses.
- Facilitating the assessment of children's work.
- Keeping up-to-date with current affairs and best practice regarding history.
- Providing guidance, including INSET training to history staff, as part of their ongoing professional development.
- Celebrating and promoting the history curriculum and the work of pupils' throughout the school.
- Developing the use of T4W to develop children's understanding of historical skills and to embed key knowledge.
- Ensuring that historical vocabulary is discretely taught and applied verbally and in writing by all pupils.
- Ensuring that reading in history lesson builds children's historical knowledge as well as their understanding of historical vocabulary.
- Ensuring that reading challenges promote historical reading at home and develop children's understanding of key facts.

2.2. Teaching staff will be responsible for:

- Contributing to the development of the teaching programmes, with the History Leader.
- Developing history flipcharts in line with the school's History Policy and the objectives of the history curriculum.
- Facilitating the teaching of their history curriculum, incorporating T4W techniques into all lessons: drama, actions and vocabulary games.
- Assessing and recording pupils' progress and keeping the History Leader apprised of this.
- Providing feedback to parents and carers on pupils' progress at parents' evenings and other meetings.
- Attending and contributing to any INSET days organised by the History Leader.

3. Teaching

3.1. The History Leader will be responsible for overseeing the planning, resourcing and monitoring of the school's history programme (including the use of flipcharts for history).

3.2. The subject matter covered in history reflects the requirements of the new National Curriculum, which came into effect on 1 September 2014.

3.3. Special focus will be paid to the teaching of the skills inherent in the entire history curriculum taught at Inspire Education Community Trust.

These skills include:

- Using discussion in lessons to ask and answer questions as a class.
- Using talk in lessons to evaluate evidence and discuss ideas.
- Understanding historical vocabulary and applying it correctly (verbally and in writing).
- Recognising patterns and identifying relationships.
- Analysing and interpreting evidence, and drawing conclusions.
- Using whole school and 'Big Human' timelines to build on prior knowledge and develop their sense of chronology.
- Using role-play to deepen their understanding of particular events/periods of history.
- Researching key questions using a range of primary and secondary sources.
- Formally presenting findings to the class.
- Producing extended pieces of historical writing in English lessons (explanation, recount, persuasion etc).
- Reading a range of primary and secondary sources in every history lesson that lead to discussion and develop children's historical knowledge and understanding of key vocabulary.

3.4. The history programme will be delivered by all teaching staff in a range of teaching and learning situations with respect to the needs of individual pupils.

4. Curriculum

4.1. The aims of the history curriculum are to ensure pupils:

- Know and understand the history of the UK, and how it shaped the world, as a coherent, chronological narrative, from the earliest times to the present day.
- Know and understand significant aspects of the history of the wider world, such as ancient civilisations; empires and past non-European societies and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation' and 'parliament'.
- Understand historical concepts, such as continuity and change, cause and consequence, similarity, difference and significance, and use these to analyse at an age-appropriate level.
- Understand the methods of historical enquiry such as using evidence to support arguments.

- Gain a historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history.

Key Stage 1

4.2. Pupils should be taught about:

- Changes within living memory and changes in national life.
- Events beyond living memory that are nationally or globally significant.
- The lives of significant individuals in the past who have contributed to national and international achievements.
- Significant historical events, people and places in their own locality.

Key Stage 2

4.3. Pupils should be taught about:

- In relation to Britain; the Stone Age to the Iron Age, the Roman Empire, the Anglo Saxons and Scots, the Vikings to the time of Edward the Confessor.
- The earliest civilisations.
- Studies on local history, an aspect of British history beyond 1066, Ancient Greece, a non-European society such as Baghdad c. AD 900 and another ancient civilisation.

5. Assessment

5.1. Assessment in history will be undertaken as part of a broader evaluation of pupil progress measured against Early Learning Goals and National Curriculum assessment criteria.

5.2. History lessons begin with a 'big question' which is an overarching question that gives topics unity and coherence, driving and focusing the investigation.

5.3. For individual lessons within a topic, we have 'key questions' which are used to challenge children and focus their learning around a key aspect of knowledge. Evidence is gathered from these questions, by adding responses to the assessment boards and mind maps in books which maximises the use of pupil voice. This is completed alongside teachers looking at the work and deciding how to address next steps through review sections of the next lesson. As a result, children 'know more, remember more', build on previous learning and gain knowledge underpinned by evidence gathered throughout the lesson.

5.4. The History Leader will ensure that assessment:

- is embedded as an essential part of teaching and learning,
- involves sharing the learning objectives through key questions with pupils,
- aims to help pupils to know and recognise the standards they are aiming for,
- provides subject specific feedback which leads pupils to recognising their next steps and how to take them,

6. Adaptation to meet needs

6.1. We recognise the fact that in all history classes there are children of a variety of abilities, and we seek to provide suitable learning opportunities for all pupils by matching the challenge of the task to the ability of the child.

6.2. In line with English lessons, new to English and SEND pupils can demonstrate their understanding through colourful semantics which enables them to use historical vocabulary in a context that is familiar to them.

7. Monitoring and evaluation

7.1. The History Leader will meet with Head of School at least once a term, to review and evaluate the history work within the school.

7.2. This policy will also be reviewed annually to ensure that it complies with the latest legislation, guidance and best practice.