

Moorside Primary School



DRAFT

History

Policy

MOORSIDE PRIMARY SCHOOL

PURPOSE, VISION & VALUES

Our Purpose

Moorside Primary is a school at the heart of our diverse community in the West End of Newcastle.
We pride ourselves in being a caring school community where everyone is welcome.
We strive to deliver an outstanding education for all our children.
We help everyone to become caring and active citizens
We encourage everyone to thrive and achieve their full potential.

Our Vision

We want everyone in our school to work together to make us as good as any school can be.
We want to create new opportunities for everyone to succeed.
We want to create a culture which broadens all of our horizons.
We want everyone to be able to tackle the challenges we will face in an ever changing world.
We want all of our children to effectively engage with each other and with our community.

Our values

We all believe that

Our local community deserves a school they can be proud of
We are a caring community where everyone is welcome
We all value, respect and support each other
Our community has the right to be safe and healthy.
Our children should have the chance to enjoy and be enthused by their time in our school

We all work together to make sure that

Everyone always tries their best and take pride in all that they do
Everyone demonstrates good manners at all times
Everyone respects each other and show consideration
Everyone respects and cares for our environment and resources
Everyone celebrates each other's successes and achievements

At Moorside Primary School we are committed to providing all children with learning opportunities to engage in history. This policy sets out a framework within which 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, set within our social, political, cultural and economic relationships. 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.

Children 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 for their point of view – skills that are prized in adult life.

Aims

The aims of teaching history, within our school, take account of the National Curriculum programmes of study for history by providing a broad, balanced and relevant curriculum. History in the Early Years Foundation Stage (EYFS) is based on Development Matters and the characteristics of learning linked to the learning development of understanding of the world. Moorside Primary school makes full use of resources within the immediate and wider local area enabling children to develop a deep understanding of the rich history of their locality.

The National Curriculum for primary history states that:

“A high-quality history education will help children gain a coherent knowledge and understanding of Britain's past and that of the wider world. It should inspire children's curiosity to know more about the past”.

At Moorside we aim for children to be able to:

- Ask and answer perceptive questions based on their own interests in the different historical topics that are covered.
- Develop the skills of historical research to use different sources of information (including artefacts, books, photographs and ICT).
- Develop an understanding about the passing of time and to then be able to put historical periods and major events in chronological order.
- Develop an understanding of their own lives, and how their lives are different from those people that have lived in the past.
- Foster an interest in children in the lives of those people that have lived in the past, and we aim for children to be inspired about the different historical topics that are covered across both key stages.
- To instil in the children a curiosity and understanding of events, places and people in a variety of times and environments.
- To develop an interest in the past and an appreciation of human achievements and aspirations.
- To learn about the major issues and events in the history of our own country and of the world and how these events may have influenced one another.
- To 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.

- To 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.
- To distinguish between historical facts and the interpretation of those facts.
- To understand that events have a multiplicity of causes and that historical explanation is provisional, debatable and sometimes controversial.

Approaches to delivering the history curriculum:

History teaching focuses on enabling our children to think as historians. Moorside Primary uses a variety of teaching and learning styles in history lessons. Our principal aim is to develop the children's knowledge, skills and understanding in history. We believe 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.

We recognise that there are children of different abilities and we provide suitable learning opportunities for all children by:

- Setting common tasks, which are open-ended and can have a variety of responses.
- Setting tasks of varying difficulty, enabling all children to work to their full potential.
- Providing a range of challenges using different resources.
- Unpicking the smaller steps of learning needed in order to meet an objective.
- Using all staff in the learning area to support the work of individual children or groups of children.

The children undertake a broad and balanced programme that takes account of abilities, aptitudes and physical, emotional and intellectual development. Through history the children learn a range of skills, concepts, attitudes and methods of working.

Early Years Foundation Stage

Historical learning in the EYFS should provide children with the opportunity to expand their knowledge and understanding of events, people and changes in the past in both their communities and the wider world. They have the opportunity to explore through the ages and stages as set out in development Matters/Learning Outcomes. Learning experiences in the EYFS should provide children with the opportunity to explore, expand their knowledge and understanding of events, people and changes in the past in both their communities and the wider world. Their knowledge and understanding of the world should be enhanced through high quality learning experiences such as dressing up in historical costumes and handling practical resources. Learning experiences are approached in a range of ways from adults leading and directing the learning to children being fully engaged in stimulating play. Such approaches build on their experiences and introduces new language and vocabulary, encouraging them to remember and talk about significant events from their own experiences.

Key Stage One

Children should develop an awareness of the past and begin to understand about the passing of time. They should know where the people and events they learn about fit within a chronological framework and identify similarities and differences between their own way of life, and the ways of life in different studied periods. They should use a wide vocabulary of

everyday historical terms. Children should ask and answer questions and use stories and sources to show that they know and understand key features of events.

Key Stage Two

Children should continue to develop a chronologically secure understanding of British, local and world History. They should note connections, contrasts and trends over time and develop the use of appropriate historical terms. They should begin to identify links between historical events throughout history ranging from 1066 to modern history.

Every opportunity will be sought to draw historical enquiry skills out of a wide range of activities, such as: court room debates, then and now, interactive lessons and detective activities for example, which will allow children to begin to use and apply historical skills and knowledge in real contexts.

Information and Communications Technology (ICT)

ICT will be used in history teaching, where appropriate, to enhance pupil's skills in data handling and in presenting written work. Children can use the internet to develop their historical research skills, using a key source to find out further information. Children will have the opportunity to use iPads to record and use photographic images to document work as well history.

Planning

Long term planning:

- Begins in EYFS up to Year six.
- Details the content and coverage of history for the academic year across all stages on a termly basis.
- This is progressive across school to avoid unnecessary repetition.
- Special events, visits, visitors, cross-curricular opportunities are identified.

Medium term planning:

- Each year group identifies specific skills to be taught alongside historical content, ensuring breadth and depth of knowledge and understanding. This allows opportunity for application in different contexts, consolidation and repetition.

Short term planning:

- Lessons are planned for and taught on a weekly basis.
- Details learning objectives, delivery, resources, use of adult support, key vocabulary.
- Based on assessment for learning, the sequence of lessons will be adapted accordingly based on ongoing individual needs.

Resources

We have a wide range of text books and interactive boards to access the internet as a class. Visits are planned to enhance learning and give hands on activity. People with an interest, or expertise, in a particular topic or area of history could be invited into school to work with the children. These might be parents, grandparents, other family members, neighbours or representatives of the local community. A wide range of artefacts are stored centrally. These are monitored and replenished when necessary.

Equal Opportunities

We are committed to providing a teaching environment which values, respects and challenges all children, regardless of ability, race, gender, religion, social background, culture or disability. We will endeavour to provide equal opportunities that match all children's abilities and needs in the classroom.

Resources should reflect the multicultural nature of the school, but still allow for a wide range of teaching and learning of the subject.

In the context of the history curriculum, this may include:

- Using both male and female historians.
- Ensuring that a range of historical periods are represented.
- Giving all children the opportunity to share their points of view and to ask questions.
- Setting suitable learning challenges and responding to each pupil's individual needs.

Fieldwork

Children will be given the opportunity to visit various historical sites around the local area to learn about local history and national history such as:

- Beamish
- Quayside
- Segedunum
- Alnwick Castle
- Bamburgh Castle
- Grace Darling Museum and grave
- Discovery Museum
- Great North Museum

Monitoring

The subject has a lead and key information is regularly disseminated to the wider staff. Staff regularly review their curriculum documents and amendments are made to these where appropriate to match the needs of the children in our school. Monitoring happens regularly in order to further enhance the teaching and learning of History. Any identified areas for CPD, support and provision is identified by the lead and Senior Leadership Team.

Evaluation may take place by means of a number of methods, including:

- The assessment of children's work and their achievements;
- The analysis of teachers' planning as seen in the long- and short-term plans;
- Classroom observations
- Pupil voice
- Book scrutiny
- Use of working walls to support historical knowledge and vocabulary used.

Assessment

At Moorside Primary school assessment is an integral part of the teaching process. Assessment is used to inform planning and to facilitate teaching strategies, differentiation and identify learning intentions for the group teaching approach. The assessment of children's work is on-going to ensure that understanding is being achieved and that progress is being made. Feedback is given to the children as soon as possible, and marking work will be guided by the school's Marking Policy.

Teachers regularly use Assessment for Learning (AfL), which includes observations, discussion and questioning of the children during their participation in the lesson to identify areas for development and where further challenge is needed. This formative assessment informs future planning and deployment of support in lessons.

Photographs, observations, written work and pupil voice are used as a means of recording evidence of pupil's achievements, along with any other work produced. Summative assessments of each individual pupil are recorded termly. However, ongoing working documents are used to inform planning and these are based on an appropriate balance of knowledge and skills.

Date to be implemented	September 2022
Date to be reviewed	July 2023