



## Policy for History at Fallings Park



### Whole School Vision

Fallings Park's curriculum is designed to enable all pupils to work towards our mission statement: *Learn Today For Tomorrow's Success*. As we want our children to thrive and contribute to both the school and local communities, our curriculum provides memorable, knowledge-rich learning experiences in every stage of school life, within and outside the classroom.

The primary focus of our curriculum is to provide a purpose and relevance to learning, whilst making connections between all subject areas. Our school intends to empower students to embrace every learning opportunity, achieve their personal best and build their social, emotional, mental and physical well-being through a wide variety of experiences. This will provide our children with the foundations to become curious and creative thinkers; respectful and reflective individuals and be self-motivated learners.

### Intent:

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.

Pupils at Fallings Park are less likely to experience wider opportunities in History, in particular the experiences involving visits to museums.

Consequently, at Fallings Park, we use additional pupil Premium to support the opportunities for all children to experience a wide variety of historical visits and visitors.

Skills and knowledge are, using milestones, grouped into:

- Investigating and interpreting the past
- Thinking about events, people and changes in the past
- Understanding chronology
- Communicating historically

Our aims in the teaching of History is to help all children develop the key knowledge and *skills* associated with:

- 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 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
- understand the methods of historical enquiry, 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,

## Implementation

### Planning

The History Curriculum is based upon the Cornerstones Curriculum..

Where appropriate History will link to other subjects, such as: Maths, English, Design & Technology, Geography; this will ensure History is linked to in more familiar modern life situations.

All staff are trained in the use of the Cornerstones Curriculum and newly appointed staff receive induction

All Year groups from T4+2 to Year 6 have access to Cornerstones.T4+2s and Nursery use Cornerstones as a resources to compliment the delivery of Early Years curriculum

Reception to Year 6 use Cornerstones as part of the Learn Together Curriculum.

History is organised into modules, ensuring progression of skills and to enable children to acquire knowledge and understanding.

History topics have been chosen to enable children to make links between areas of study across the curriculum (see curriculum map)

Teachers plan a series of progressive lessons using Cornerstones and the Milestones ensuring differentiation, which is in line with the National Curriculum.

- Where applicable, teachers will link History into their Cornerstones topics.

- The curriculum has been organised into 6 different ILP's, ensuring progression of skills and a wide range of teaching opportunities and situations to enable children to acquire a range of knowledge and understanding in History, Geography, Art and DT. Topics have been chosen and carefully placed in the long term plan to enable children to make links between areas of study across the curriculum
- Children will spend **a minimum total of 26 hours on History (per year) in KS2 and minimum of 20 hours per year in KS1.**

Within the structure:

- a) Groups are either mixed ability with differentiation by role or ability grouped with differentiation by objective, task or outcome.
- b) Relevant discussion is encouraged;
- c) Groups are encouraged to present their findings in a variety of ways.

### Homework

Pupils are provided with half-termly topic related homework. They are given a variety of topic related tasks, which can be completed independently. Children must complete at least one task but may choose to complete more (Going the extra mile)

- Excellence in **History is celebrated** through:
  - a) Display, e.g. in classrooms, corridors and good work boards;
  - b) Presentation of certificates, e.g. awards assembly.
  - c) Sharing of historical knowledge with other year groups, e.g. Powerpoint/prezzi/map sharing
  - d) Children's homework projects.
  - e) Children's workbook.

### Resources

Resources for History are stored centrally in the resources room.

Appropriate resources are removed and placed in classrooms when required by a particular scheme of work. Following use, they are then replaced centrally in the resources room.

Central resources in History are the responsibility of middle and senior leaders

Staff also have access to Now, Press, Play. This resource can be used to enable pupils to gain topic related educational experiences, especially where an appropriate visit is not possible (e.g during Covid-19 restrictions).

Pupils are taught in mixed ability settings with differentiation where appropriate.

The learning of History is celebrated through

- a) Display, e.g. in classrooms, corridors and good work boards;
- b) Presentation of certificates, e.g. awards assembly.
- c) Sharing of historical knowledge with other year groups

### Impact:

By the end of the academic year, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant Age Related Expectations.

A dedicated area suitable for display and/or any History work appears in each classroom.

Success criteria are to be shared with all children at the beginning of the lesson and used by children and the teacher to assess progress at the end of each lesson.

Milestone assessments using the Termly Curriculum Assessment (TCAs) spreadsheet (see shared area Assessment folder) in order for teachers to plan for progression and monitor progress.

TCAs are subsequently used in order to ensure knowledge skills are built upon and not repeated.

Reporting in History to parents (this is done on a termly basis through Parents' Evenings and annually through a written report)

### Subject Leadership:

Senior and Year Leaders take the lead in policy development, using enthusiasts and specialists where appropriate.

Senior Leaders, Year Leaders and subject enthusiasts support colleagues in the teaching of History

Senior Leaders and Year Leaders monitor coverage, differentiation and ensure teaching of subject is taking place

Year Leaders track progress using TCAs in History and advise the Head Teacher on action needed.

Senior Leaders and Year Leaders keep up to date with developments in History education and disseminate information to colleagues as appropriate

### Equal Opportunities within History

Teachers do not exclude any individual or group of pupils from access to the History curriculum on the basis of gender, ethnicity, Special Educational Need, disability or socio-economic factors.

### Health and Safety in History

- Consideration of Health and Safety issues is of the utmost important in History. Teachers are advised to consult the History Co-ordinator for guidance on the appropriate handling of equipment and materials whilst working on a particular topic area (particularly outdoor fieldwork).

