

Jesse Gray Primary

History Policy



January 2023

Head Teacher Signature:	
Date Adopted:	
Review Date:	January 2024

History Policy

Rationale

This policy details the provision we make for the learning and teaching of History at Jesse Gray and in particular:

- The value the school attaches to the learning and teaching of History and working historically as an entitlement for all our pupils;
- To provide a framework and terms of reference for all staff engaged in facilitating the learning and teaching of History with our pupils and in particular to ensure consistency of standards across the school;
- How the curriculum is organised to ensure breadth, balance, continuity and progression in subject outcomes;
- The preferred learning styles we encourage to engage and motivate pupils in History;
- How the curriculum is organised, monitored and evaluated on a regular and ongoing basis;
- How pupils are routinely assessed through formative methods against objectives which define the outcomes they will achieve in each historical investigation they pursue;
- The performance descriptors used at the end of EYFS and each year group which form the basis of reaching summative assessments of achievement at these points of transition;
- To clarify that the implementation of this policy is the responsibility of all staff engaged in the learning and teaching of History.

Purpose

The purposes to this policy are to:

- Highlight the importance and value Jesse Gray attaches to pupils learning History and to developing as young historians;
- Recognise and establish an entitlement to learning and teaching in History for all our pupils as a statutory educational requirement;
- Make explicit our expectations in terms of subject outcomes and performance for pupils in History as they progress through the school;
- Ensure continuity and progression in terms of subject knowledge, skills application and the development of appropriate attitudes and values;
- Clarify how we will assess, record and communicate the performance of our pupils in History as they progress through the school;
- Outline the approach to learning and teaching History Jesse Gray has adopted through outcomes focused and key question led enquiries which are relevant, meaningful and rigorous.

The value of History within our curriculum

Engaging children and young people in investigating questions about people and events in the past helps them to better understand their lives today, the contested nature of knowledge and prepares them for the future as more informed citizens.

Independent Review of the Primary Curriculum 2009 Final Report

Engaging pupils with a relevant, exciting and challenging History curriculum which inspires curiosity and is appropriate for preparing them for an adult life in the 21st century is essential since it:

- Helps the learner to understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups, as well as the challenges of their time;
- Develops skills of critical thinking which means making reasoned judgements that are logical and well thought out and not merely accepting arguments and conclusions as they are presented but having a healthy, discerning and questioning attitude about new information;
- Supports the learner to appreciate that all knowledge is socially constructed and its objectivity and reliability is therefore open to challenge and question through asking perceptive questions, weighing evidence, sifting arguments and developing perspective and judgement;
- Builds a sense of identity and belonging on a personal, cultural, national and global level as learners come to appreciate the diversity of human experience and consequently understand more about themselves and as members of society;
- Enables the learner to understand core concepts and most notably cause and consequence, similarity and difference, continuity and change, change and progress/regression, significance, evidence, chronology, empathy, context, diversity, perspective, interconnectivity and validity which have broad relevance and significance in the modern world;

Organisation and planning

Early Years Foundation Stage (EYFS)

Within the EYFS History is integral to the Early Learning Goal of *Understanding the World* where pupils are encouraged and supported to "talk about past and present events in their own lives and in the lives of family members". In addition pupils "learn about similarities and differences" in relation to "objects" and "talk about changes" they observe. Within the EYFS an awareness of the concepts, vocabulary and key terms of History is encouraged through planned purposeful play and through a mix of adult led and child initiated activity. For example:

- Recall, retell and sequence stories – *chronology, cause and consequence, evidence*;
- Read and discuss stories with different interpretations or explanations of the same events – reflect on the behaviour, motivation and intent of different characters – *perspective; significance, similarity and difference*;
- Distinguish between the past, present and future and recall moments from the past using language relating to time e.g. past tense - *chronology, similarity and difference, historical narrative*;
- Identifying and comparing features of artefacts from the past and present – *continuity and change/change and progress, evidence, significance*;
- Sequence familiar objects and events in their own lives/family – *chronology, significance*.

Years 1 – 6

In Key Stage 1 and 2 each year group undertakes six half termly enquiries in History and these are outlined in the Long Term History Plan Years 1-6. Each of these enquiries is informed by a detailed Medium Term Plan or Scheme of Work which details the objectives, vocabulary, learning and teaching activities and methods of assessment and recording adopted each half term. This medium term plan informs teacher planning on a session by session basis throughout each half term. The History co-ordinator maintains a portfolio for each enquiry which includes evidence of pupil's achievement in each investigation and is used for moderation purposes and to monitor and evaluate that anticipated pupil progress in History is occurring as planned.

Inclusion, equality of opportunity and differentiation

History forms an integral and statutory element of a pupil's entitlement to learning and at Jesse Gray we ensure that all pupils can engage with historical learning and develop as young historians irrespective of their race, cultural background, gender, sexual identity, religion, creed, level of intellectual ability or physical and emotional circumstances. Mutual respect and the fostering of empathy and community understanding at local, regional, national and global scales lies at the heart of the study of History and at Jesse Gray we model this in terms of the inclusive nature of the learning and teaching we provide.

Ensuring differentiation is a fundamental and core element of inclusion. As such we plan and resource our learning, in line with our whole school policies, to enable all pupils to make good and sustained progress in History including those with special educational needs, those with disabilities and those identified as Able Gifted and Talented for one reason or another; and those with English as an additional language. In our differentiation planning we take due regard of factors such as classroom organisation, learning materials and the learning environment.

Expectations of outcomes – Progression Early Years Foundation Stage (EYFS) – Year 6

At Jesse Gray an important objective is for all pupils to develop as young historians and we achieve this by recognising and planning for what becoming better at History entails – progression - and

consequently challenging and supporting our pupils to work historically in a more rigorous manner as they progress through the school. To enable this to happen we have established an outcomes driven curriculum which recognises the crucial importance of identifying not just what we want our pupils to know and do in History but also the intellectual outcomes we intend them to achieve through their learning. As pupils progress as historians this involves developing historical perspective through:

- Wider, more detailed and chronically secure knowledge;
- More focused and precise methods of enquiry and communication of understanding;
- A deeper understanding of more complex historical issues and concepts;
- Pursuing historical valid questions to achieve the following subject outcomes:

Recognise

Identify

Describe

Observe

Select

Categorise

Classify

Sequence

Connect and make links

Compare and Contrast

Recall

Reason/Speculate

Summarise

Synthesise

Construct informed responses

Interpret and explain

Demonstrate understanding

Empathise

Reach Informed Conclusions

Make reasoned Judgements

Reflect

Justify

Apply

Evaluate

Critique

Hypothesise – devise historically valid enquiry questions

Detailed outcomes for each year group are outlined in the [Jesse Gray Assessment Progression Map](#) and year group performance descriptors are included in the [Jesse Gray Standards Progression Map](#).

Learning and teaching through enquiry

In History learning is facilitated through pupils pursuing a key question led enquiry approach, which encourages them to take increasing responsibility for their learning, think independently and achieve challenging subject outcomes. At Jesse Gray therefore we seek to encourage pupils to learn their History through big question led enquiries about significant events, people and changes which allows them sufficient scope and time to really engage in high order subject skills such as developing explanations (even though there are very often no 'right' answers to questions in History), reaching conclusions, making judgements, evaluating, applying information learned in one context to another and generating their own ideas and questions to investigate through hypothesising. Whilst knowing more subject information as the pupils progress through the school is important we are careful in our planning to ensure that there is always a balance between new content and the development of important subject skills and the ability of children to think critically about what they are learning and why. This approach is reflected in all of our planning. We are very careful to be selective about the subject content we use to ensure that a balance is achieved between knowing more content and the development of key subject skills and outcomes.

Rather than attempting to teach historical periods, societies, events or significant individuals in the past in their entirety, we ask insightful questions about them, which in turn supports pupils to delve deeply into aspects of historical topics. Our historical enquiries are carefully planned to enable pupils to construct knowledge, master subject concepts and generate questions of their own through the application of a range of critical thinking skills. This approach is summarised in the following flow diagram:

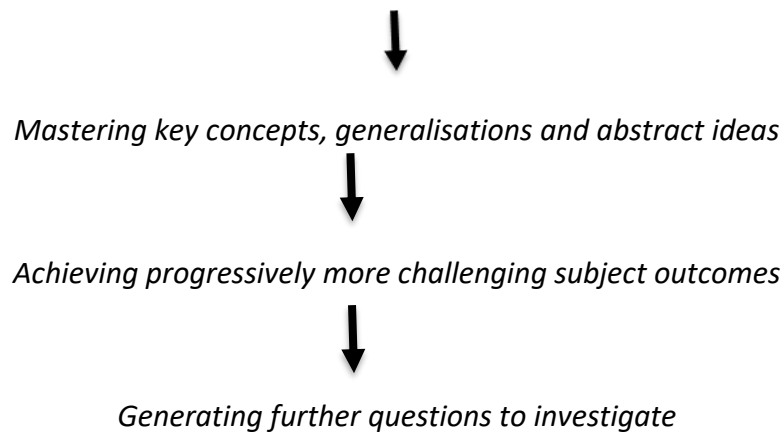
Applying skills and processes to finding, organising, selecting, analysing, critiquing and interpreting primary and secondary sources of evidence



Pursuing a line of enquiry to answer a relevant and engaging question



Constructing and communicating new knowledge and understanding



In History, teachers:

- Design enquiries to pursue which are relevant, engaging and appropriately challenging in terms of anticipated outcomes which help pupils answer significant questions about events, changes and the lives of significant individuals.
- Share with pupils what they are expected to learn and how they are expected to learn it;
- Ensure that objectives for lessons always define the outcomes to be achieved and are presented in the form of “key questions” that need to be answered; sometimes these are raised by the teacher, sometimes with pupils and sometimes independently;
- Key question led enquiries are structured to include a number of ancillary questions, the completion of which enable the pupils to progress gradually towards arriving at an answer to the overall big question;
- Provide a variety of learning activities that are used regularly, including observation, enquiry, investigation, games, mysteries, puzzles and problem-solving;
- Encourage pupils to evaluate critically information, ideas and different viewpoints;
- Provide plenty of opportunities for pupils to work as individuals, in pairs and in groups;
- Encourage discussion and insightful questioning so that pupils clarify their thinking;
- Set high expectations and use our performance descriptors at EYFS and Key Stage 1, Lower Key Stage 2 and Upper Key Stage 2 to aid this so that learning objectives and activities are always sufficiently challenging;
- Provide pupils with regular feedback about their work and about what they need to do next in order to improve;
- Use assessment, including the use of focused questions, to determine the pupils’ levels of knowledge and understanding, before, during and after units of work;
- Expect pupils to record their work in a variety of ways, including diagrams, illustrations, pictures, letters, posters, annotated drawings and maps, reports, PowerPoints and oral accounts and presentations of their work.

Assessment

From EYFS through Year 6 the format of the detailed scheme of work for each historical enquiry is identical. The objectives for each historical enquiry identify the subject outcomes the pupils will achieve and are shown in bold. In our assessment (our evaluation of whether the pupil has achieved the subject outcome shown in the objective) the school ensures that a wide range of evidence is used when making judgements. It is critical that pupils are offered a wide range of ways in which to demonstrate what they now know can do and feel as a result of their learning. No pupil must be excluded from demonstrating their achievements through an over emphasis on just one or two methods of recording. This is particularly true when it comes to writing. Whilst writing is undeniably an important means by which a pupil can demonstrate achievement against one or more outcomes it is nevertheless just one of a myriad ways that this can be achieved. A careful balance therefore needs to be maintained EYFS – Year 6.

The subject co-ordinator keeps evidence of pupil performance against subject outcomes for each stage of learning to ensure consistency of judgements across the school and to use for moderation purposes.

Routine day to day marking of work in History is guided by the school's marking policy which is in turn informed by the subject objectives. When marking work in History priority must be given to assessing how well a pupil has achieved the subject outcomes with consideration then being given to how improving aspects of literacy could enable the pupil to demonstrate to greater effect their knowledge and understanding, attitudes, values and judgements.

Measuring and recording progress against subject performance descriptors

Teachers make routine formative assessments of pupil performance against the outcomes detailed in the objectives of each half termly enquiry and use these to make ongoing evaluations about progress in History based on their professional judgement. These judgements are generated from the scrutiny of a range of evidence generated by the pupil including oral responses and discussions, practical activities such as model making, graphical outputs like annotated diagrams, concept maps, drama pieces and PowerPoints as well as written narratives. The judgements are recorded on class track. Summative judgements of pupil attainment are made at the end of each year.

Summative judgements based on a '**best fit**' evaluation are made against performance descriptors and are based on the accumulated professional judgement of teachers built up over the preceding years of facilitating learning in History with the pupils. At these points such this professional judgement will be used to make a considered decision as to whether a pupil has:

- Achieved **AT expected** level of achievement for History outlined in the relevant performance descriptors;
- **Greater Depth** of the expectations of achievement of the performance descriptors;

- **Working towards the expected measure** of achievement in History, for this stage of learning.

Connecting History to other areas of the curriculum

In our planning we have made meaningful links between History and other subject areas of the National Curriculum and to Spiritual, Moral Social and Cultural Development (SMSC) where incorporating content and perspectives adds value to and extends the historical understanding of our pupils. Making such links is important because it highlights to pupils the interconnectedness and interdependence of the real world but when making such connections we must maintain subject rigour and appropriate expectations in History for each stage of learning. For example the primary objective of applying key literacy and numeracy conventions to History is to enable our pupils to achieve more and better in History – i.e. to develop as young historians. To this end we must ensure that high standards of literacy and numeracy when applied to History result in equally and appropriately high standards of historical subject attainment. In each of our historical enquiries links made to other subject areas are clearly documented and as a consequence many are able to deliver effectively substantial elements of the content of other disciplines in a cross-curricular manner.

Monitoring and Evaluation and the role of the History subject co-ordinator

All teachers at Jesse Gray are responsible for monitoring standards in History but the History Co-ordinator, under the direction of the Headteacher, takes a lead in this. Monitoring activities are planned across the year and form part of the History Co-ordinator's leadership schedule. In summary, these are:

- To analyse samples of pupils' history work to moderate standards (attainment and progress against outcomes and end of stage performance descriptors) to ensure consistency and that colleagues are informed of subject developments at local and national levels with which the Co-ordinator has been involved;
- The moderation of teachers' weekly planning files once per term to monitor coverage and delivery of planned enquiries;
- Lesson observations to ensure that learning and teaching is appropriately engaging and challenging and that the anticipated subject progress is being made by the pupils;
- The sampling of pupils' work to ensure that expectations in terms of subject outcomes are being maintained through the curriculum;

- Once per year the subject leader provides feedback to staff about the quality of History being taught and uses the History Portfolio of evidence to lead a discussion on standards being achieved within the subject;
- Create a portfolio of samples of pupil's work for each enquiry of the History curriculum which illustrate how each of the outcomes can be achieved for guidance for colleagues and to ensure consistency of standards.

The History Co-ordinator has the responsibility to take a lead in developing History further across the school within the school's improvement plan; monitoring the effectiveness of teaching and learning; and the use of resources. Teachers and educational support staff can expect support from the History Co-ordinator arising from targets identified in the school improvement plan and from the outcomes of performance management and induction programmes.

To develop staff confidence and competence in teaching History the subject co-ordinator will:

- Attend subject professional development opportunities as they arise and in the context of the priorities of the whole School Improvement Plan together with the History Subject Development Plan;
- Identify and source staff training needs arising from the above and through induction programmes and performance management reviews;
- Arrange for relevant advice and information from professional development programmes, including courses, to be disseminated and where appropriate included in subject improvement planning;

Signed Headteacher

Signed Subject Co-ordinator

Jane Barratt