

Granby Junior School



Policy for History

Review Date	Approved by	Governor Minute Reference
January 2018		
November 2019		
September 2020		
September 2022		

History Policy

Introduction

This document is a statement of the aims, principles and strategies for the teaching and learning of science at Granby Junior School.

This policy will be reviewed by the History Co-ordinator in September 2024 or as required by the School Improvement Plan.

Intent:

History at Granby Junior School aims to stimulate children's intellectual curiosity, interest, critical thinking and understanding of the past. Here at Granby, we recognise the important role that History plays in preparing our children with a lifetime of knowledge, developing the understanding of how to be a good and responsible citizen as well as change and societal development in a context comprehensible to them. Our objectives are to provide an inclusive curriculum which represents our school community, giving all our pupils the understanding of their place in our world as well as preparing students for their next phase of education. At Granby, we aim for History to improve pupil's cultural capital, understanding of the world and the perception of their heritage. Over time, they will develop a secure understanding of chronology and the diversity of past societies. Skills and concepts are taught in conjunction with motivating and engaging activities including; museum trips, a local history week and visitors from our local community to allow students the opportunity to ask questions about the past.

Implementation:

As a school, we maintain strong links to the national curriculum guidelines to ensure all aspects, knowledge and skills of history are being taught across all year groups. We ensure there are clear skills, knowledge and vocabulary progression throughout the school.

Where appropriate, we use historical artefacts, visitors, workshops and visits to excite and intrigue our children to find out more about events and people from the past. We aim to give our children as much understanding as possible about what it was like to be around during a particular period in history by having practical and experimental lessons where possible. We will use assessment for learning to ensure all lessons are relevant and will help to plan for next steps.

Foundation subjects are assessed at the end of each year stating whether children are working towards, at or exceeding age-related expectations. This is then used to make sure all children are continuing to make progress and any children whose levels drop, or increase can be addressed accordingly.

Impact

Through the high quality of first teaching of history taking place, we will see the impact of the subject in a range of different ways. Through pupil voice, children will be able to talk about the skills and knowledge they have acquired. Children will be engaged in History lessons and want to find out further knowledge. Children will be able to discuss the knowledge taught in history and will be able to discuss think within the history Granby academy sessions as an opportunity to review knowledge.

Work will show that a range of topics are being covered, cross curricular links are made where possible and adapted work set as appropriate. The school environment will be history rich through displays, resources and vocabulary. As historians, children will learn lessons from history to influence to decisions they make in their lives. Assessment and monitoring will show standards in History will be high and will match standards in other subject areas.

Teaching and learning style

History teaching focuses on enabling children to think as historians. We place an emphasis on examining historical artefacts and primary sources wherever possible. We give children the opportunity to visit sites of historical significance. We encourage visitors to come into the school and talk about their experiences of events in the past. We focus on helping children understand that historical events can be interpreted in different ways and that they should always ask searching questions, such as 'how do we know?', about information they are given. Children should also be given the opportunity to form their own questions to develop more resilient historians.

We recognise the fact that in all classes there are children of widely-different abilities in history and we seek to provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this by:

- setting common tasks which are open-ended and can have a variety of responses;
- setting tasks of increasing difficulty. Not all children complete all tasks;
- grouping children by ability in the room and setting different tasks for each ability group;
- providing resources of different complexity depending on the ability of the child;

History curriculum planning

We use the national scheme of work for history, followed through the key statements within the national curriculum. We ensure that there are opportunities for children of all abilities to develop their skills and knowledge in each unit and progress their skills with increasing challenge as they move up through the school.

We carry out curriculum planning in history in three phases (long-term, medium-term and short-term). The long-term plan maps the history topics studied in each term and forms part of our whole school curriculum overview. We teach the knowledge, skills and understanding set out in the National Curriculum through the corresponding programme of study.

As the basis for our medium-term plans, we use each topic area to give detail of each unit of work for each term. In doing so, we ensure that children have complete coverage of the National Curriculum, but do not have to repeat topics.

We then focus on a specific learning objective for focus which is planned and delivered by the class teacher. We aim to provide children with interactive experiences in History and aim to enrich our opportunities with historical aspects being embedded in the engage and innovate experiences.

The contribution of history to other subjects

English

History contributes significantly to the teaching of English in our school by actively promoting the skills of reading, writing, speaking and listening. Some of the texts that we use in the English are historical in nature. Children develop oracy through discussing historical questions or presenting their findings to the rest of the class. They develop their writing ability by composing reports and letters and through using writing frames.

Mathematics

History teaching contributes to the teaching of mathematics in a variety of ways. Children learn to use numbers when developing a sense of chronology through doing activities such as time-lines. Children learn to interpret information presented in graphical or diagrammatic form, for example, hosting a ballot to get the children's thoughts about a particular historical concept.

Information and communication technology (ICT)

We use ICT in history teaching where appropriate and we meet the statutory requirement for children to use ICT as part of their work in history at Key Stage 2. Children use ICT in history to enhance their skills in data handling and in presenting written work, and they research information using the Internet. Children can also use an iPad to record and use photographic images for evidence.

Personal, social and health education (PSHE) and citizenship

History contributes significantly to the teaching of personal, social, citizenship and health education. Children develop self-confidence by having opportunities to explain their views on a number of social questions such as how society should respond to poverty and homelessness. They discover how to be active citizens in a democratic society by learning how laws are made and changed, and they learn how to recognise and challenge stereotypes and to appreciate that racism is a harmful aspect of society. They also learn how society is made up of people from different cultures and start to develop tolerance and respect for others. Through the teaching of History within the local area; strong links with the local community have been made to develop a sense of community cohesion.

Teaching history to children with special educational needs

At our school we teach history to all children, whatever their ability. History forms part of the school curriculum policy to provide a broad and balanced education to all children. Through our history teaching we provide learning opportunities that enable all pupils to make progress. We do this by setting suitable learning challenges and responding to each child's different needs. Assessment against the National Curriculum allows us to consider each child's attainment and progress against expected levels.

When progress falls significantly outside the expected range, the child may have special educational needs. Our assessment process looks at a range of factors – classroom organisation, teaching materials, teaching style, and adapting their teaching – so that we can take some additional or different action to enable the child to learn more effectively. This ensures that our teaching is matched to the child's needs. More able children will be challenged and motivated by adapted work or open ended questions given by the teacher.

We enable pupils to have access to the full range of activities involved in learning history. Where children are to participate in activities outside the classroom, for example, a visit to a local historical building, we carry out a risk assessment prior to the activity to ensure that it is safe and appropriate for all pupils.

Equality and Inclusion

Children of all abilities enjoy and benefit from the study of History at Granby Junior school and teachers are able to adapt teaching to respond to the strengths and needs of all pupils.

Teachers have a secure understanding of how a range of factors can inhibit pupils' ability to learn and know how best to overcome these through adaptive teaching. High-quality teaching approaches to engage and support the needs of all pupils are used **within classrooms** during History lessons. Assessment of pupils' progress is employed to identify barriers to learning and develop strategies to support all pupils through a graduated response – including but not limited to those with SEND, those of high ability, and those with English as an additional language.

Adaptive teaching focuses on the whole class while providing scaffolding such as differing levels of support, access to resources, modelled first step examples or focused questioning to those who need additional initial support or challenge in order to access the same ambitious curriculum and meet our high expectations.

Diversity

At Granby Junior school our curriculum offers a diverse view of the world, beginning in our local community and extending beyond. Through the lenses of British values, children are positively exposed to a range of role models, reflected within the wider society, redressing the balance seen within our local community.

In History, children learn about diversity both in terms of cultural diversity and that of gender. This is shown by the variety of cultures studied across the curriculum as well as the different societies.

In addition to this, both genders have been embedded within the curriculum to ensure children have opportunities to see exceptional and significant individuals that relate to them. The equality development of women is also discussed where appropriate within the studied times.

Black historical figures are studied within all year groups as well as modern history in terms of the impact of the Black Lives Matter movement and how we see this in our everyday lives.

When teaching history, we also contribute to the children's spiritual development where possible. Children learn about the role of the church and the different Gods within each studied religion as well as a range of belief systems.

The history programme of study enables children to understand that Britain's rich cultural heritage can be further enriched by the multi-cultural British society of today.

Safeguarding

We enable pupils to have access to the full range of activities involved in learning history. Where children are to participate in activities outside the classroom, these are planned and undertaken with risk assessments completed accordingly and consideration given to adaptations that can be made for particular children.

Artefacts will be cleaned and ensured they are safe for the children to handle with consideration to where they have come from and the materials used e.g. asbestos in gas masks. Teachers are to be cautious with this if they are unsure in order to safeguard the children.

Assessment, recording and reporting

Assessment in History is ongoing and formative with a variety of strategies used such as observation, discussion, marking and questioning. The most significant source of evidence for children's achievement will come from the ongoing evaluation of lessons. Assessment for learning encourages children to be more involved in their learning in History.

Information from this is used to inform teacher's short-term planning and to identify ways forward for learning. Feedback sheets are used by teachers to record during the lesson and identify successes and children that need additional support. These are then used and referred to by the class teacher within further learning opportunities.