

# Ladywood Primary School



History Policy  
June 2023

## **History Intent**

The intent of the History Curriculum at Ladywood is primarily to develop the children's **historical perspective skill of chronology** therefore the topics we have chosen gradually take the pupil studies further back in time. We also intend to develop pupil curiosity using **historical artefacts, resources, photographs and video clips** to upskill them to **ask historical questions** about the past and understand the impact of significant people and events upon our lives today.

The aims of history are:

- 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 understand the values of our society;
- 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 develop a knowledge of chronology within which the children can organise their understanding of the past;
- 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.

## **Teaching and Learning Style**

We use a variety of teaching and learning styles in our History lessons. We believe in whole-class teaching methods and we combine these with enquiry-based research activities. We encourage children to ask as well as answer historical questions. We offer them the opportunity to use a variety of sources such as pictures, photographs, artefacts to help distinguish between facts and opinions. Children progress to analysing sources, distinguishing between primary and secondary sources and being introduced to the concept of propaganda.

We enable children to use IT in history lessons where this serves to enhance their learning. Children take part in role-play and discussions, and they present reports to the rest of the class.

We recognise the fact that there are children of widely different historical abilities in all classes and we 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, some children not completing all tasks;
- grouping children by ability in the room and setting different tasks to each ability group;

- providing resources of different complexity according to the ability of the child;
- using classroom assistants to support the work of individual children or groups of children.

### **History Implementation – School Curriculum**

History is a foundation subject in the National Curriculum. At Ladywood Primary School, we use the 2014 National Curriculum Programme of study as the basis for your curriculum planning in history.

### **Early Years**

Within Early Years Foundation State, History is included as part of Knowledge and Understanding of the World.

The children are given the opportunity to find out about past and present events in their own lives, and those of their families and other people they know. In the Foundation stage history makes a significant contribution to developing a child's understanding of the world through activities such as looking at pictures of famous people in history or discovering the meaning of new and old in relation to their own lives.

### **Key Stage 1**

In Key Stage 1 children are taught about changes in living memory, beyond living memory and about the lives of significant individuals who have contributed to national and international achievements (Sir David Attenbrough, Florence Nightingale, Samuel Pepys and Richard II). Pupils are taught about historical events in the local area; the mining industry and Pontefract Castle.

### **Lower Key Stage 2**

In Lower Key stage 2 children are taught about how our local area was affected by World War II, the Industrial Revolution and the rise of the mining industry. Children will also learn about how influential monarchs changed the main religion in Britain, established the British Empire and contributed to modern Britain through invention and discovery. Locally children will learn about the conditions of mining through the Oaks Disaster.

### **Upper Key Stage 2**

Upper Key Stage 2 children are taught about invaders and settlers (Romans, Anglo-Saxons and Vikings) and the impact they had on the British landscape. They will also compare and contrast the differences between Ancient Civilisations (Maya and Ancient Egypt) in the development of writing, maths agriculture and construction and work back through the Iron, Bronze and Stone Ages

### **Key Stage 2**

All of Key Stage 2 will learn about the Ancient Greeks through a study of the Olympic Games learning about the details of the Games and how they influenced the western world.

### **Progression in History**

The history progression document shows how historical interpretation, investigations, knowledge and understanding of events, people and changes in the past, progresses throughout Key Stage 1 and Key Stage 2. Ways in which learning is organised, presented and communicated is also included in this document.

### **Field Visits**

Wherever possible, we involve the children in educational visits, or visitors to school, to enhance their learning such as visits to the National Coal Mining Museum and the Oaks Disaster site.

### **Inclusion**

We ensure that all pupils have access to the History curriculum, including trips and fieldwork through careful planning, selection of appropriate resources and support from KATAs and HLTAs to meet their particular needs. Alternative methods of responding and recording are planned where appropriate. Staff ensure that all children are challenged appropriately.

### **History Impact - Assessment & Reporting**

The assessment of children's work is on-going to ensure that the 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 record the progress made by children against the learning objectives for their lessons. We make a judgement against the National Curriculum skills objectives or EYFS as appropriate. The teacher assesses the level that each child has reached, and then uses this information to plan future work for each child. This method of recording also enables the teacher to make a triannual assessment of progress for each child using the Tracker to monitor levels of achievement in line with the 2014 National Curriculum requirements. Progress is reported annually to parents, and information passed on to the next teacher at the end of each year.

The History Subject Leader keeps evidence of a range of children's work in a portfolio. Standards are also monitored through the Subject Leader carrying out lesson observations, pupil interviews and discussions, and work scrutiny with class teachers.

Foundation stage children's development is documented in their learning journeys and tracked using Educator. In KS1 and KS2, a record of children's work is in their individual curriculum files. Teachers assess their children through observation, recorded work (in a variety of formats) and knowledge of their children.

### **Role of the History Co-coordinator**

The coordinator is responsible for coordinating History throughout the school. This included:

Taking the lead in the development, evaluation and amendment of schemes of work as and when necessary;

Identifying training needs of staff through monitoring;

Acting as a consultant to colleagues on resources, educational visit possibilities, curriculum changes and classroom teaching ideas;

Monitoring and evaluating pupil's work, colleagues' planning and classroom teaching.

### **Role of the Class Teacher**

The role of the Class Teacher is to:

- ensure progression in the acquisition of historical skills with due regard to the National Curriculum for History;
- develop and update skills, knowledge and understanding of History;
- identify INSET needs in History and take advantage of training opportunities;
- keep appropriate on-going records;
- plan effectively for History, liaising with the coordinator where necessary;
- inform parents of pupil's progress, achievements and attainments.

### **Monitoring and Review**

The monitoring of the standards of children's work and of the quality of teaching in History is the responsibility of the History Subject Leader. The work of the subject leader also involves supporting colleagues in the teaching of History, being informed about current developments in the subject and providing a strategic lead and direction for the subject in the school. This policy will be reviewed by the History Subject Leader biannually. At every review, the policy will be approved by the governing body and the headteacher.

Signed: Mrs C Hawkrige

Date: June 2023