

# THE QUEENSWELL FEDERATION

## HISTORY POLICY

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### Rationale

The Queenswell Federation seeks to offer each pupil a broad and balanced education in accordance with the current National Curriculum. 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.

### Equalities

At The Queenswell Federation we believe it is the right of all pupils, regardless of their gender, ethnicity, physical ability or linguistic, cultural or home background to have access to high quality learning experiences in stimulating and supporting environments where prejudice and stereotyping are challenged.

We are strongly committed to positive action to remove and challenge discrimination in all aspects of the Federation and its work. The importance of staff awareness regarding the dangers of preconceived expectations based on stereotypes is essential and we bear this in mind when teaching history.

### Aims

The National Curriculum for history aims to ensure that all pupils:

- To 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.
- To 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.
- To gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'.
- To 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.
- To 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.
- To 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, religious and social history; and between short- and long-term timescales.

### Objectives

Teachers should follow The Queenswell Federation's scheme of work and help children to develop the following:

### Skills based

The focus of our history teaching throughout the school will be on developing the following skills:

- To communicate historically using appropriate vocabulary.
- To build an overview of British and world history.

- To understand chronology/timelines.
- To investigate and interpret the past using evidence from a wide range of primary and secondary sources

Children will apply these skills in a range of different context and, over time, develop a more sophisticated and in-depth understanding of each of the five strands below:

- Chronological understanding.
- Knowledge and understanding of past events, people and changes in the past.
- Historical interpretation.
- Historical enquiry.
- Organisation and communication.

### **Implementation**

A range of teaching and learning styles appropriate to the teaching of skills and themes as laid down in the scheme of work includes:

- Learning Journey/continuous provision (EYFS) lessons - refer to the Federation's planning
- Trips and visits with provision made for SEN and EAL pupils.
- The involvement of children collecting and bringing to school appropriate artefacts to share with the class.
- Carrying out investigations using appropriate resources for all abilities, including up to date maps, globes, photographs, atlases, posters, internet sites and information books.
- Working in mixed ability groups and individually.
- Discussion and questioning.
- Role play, hot seating and other drama activities.
- Cross curricular activities – opportunities will be encouraged to promote historical learning across the curriculum.
- Listening to and reading stories.
- Visitors to the school.

### **Roles and Responsibilities**

#### **Teacher**

- To implement the Federation's Scheme of Work in accordance with the National Curriculum and school policy.
- To ensure lessons are evaluated and assessments completed and/or adjusted according to the needs of individual children

#### **History Leader**

- To exemplify 'good practice' in the teaching of history
- To support staff in the implementation of history across the school.
- To keep up to date with all aspects of the history curriculum.
- To organise whole school history events – i.e., History Off The Page
- To monitor and evaluate the quality of teaching and learning of history across the school.
- To lead the staff in developing the teaching and learning of history
- To complete an annual action plan for the development of history as part of the school improvement plan.
- To review and update the history policy.
- To establish, update and maintain history resources across the school.

#### **LMT**

- To oversee and support the work of the History Subject Leader.

### **Assessment, Recording and Reporting**

Teachers will use questioning, discussion and observation as their assessment tools during lessons and will use RouteMap for summative assessment. Timetables/planning is monitored by the coordinator each term to

establish which objectives have been covered and which have not. Work in books is monitored each term by the coordinator and senior leadership team and teachers are given feedback.

### **Monitoring, Evaluation and Review**

The quality of the teaching and learning of geography across the school is monitored and evaluated by the geography Leader through:

- Monitoring of planning
- Lesson observations

The following aspects will be considered when evaluating the effectiveness of this policy:

Planning includes:

Activities based on the aims of the National Curriculum

- 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, religious and social history; and between short- and long-term timescales
- Activities based all areas of skills, knowledge and understanding
- Extend children's knowledge and understanding of history and their place in the chronology of the world
- Develops an understanding of key historical vocabulary
- Develops the ability to make reasoned and informed judgements about historical issues

Teaching

- Good understanding of subject knowledge is demonstrated.
- Clear instructions and use of relevant teaching points.
- High expectations evident and success criteria made clear to children re – behaviour, participation, and development of skills.
- Good organisation of class and resources
- Enthusiasm and praise used throughout the lesson, promoting children's self-esteem.
- Previous work is referred to and built on to extend knowledge.
- Opportunities for creativity and challenge evident in the lesson.
- Opportunities for gifted and talented pupils to be extended.
- Appropriate use of teaching support assistants.
- The lesson is well paced.
- Opportunities for children to evaluate and reflect.

A good standard of learning has been achieved when children:

- Have met or exceeded the learning objectives, demonstrating progress in the knowledge learnt.
- Can use resources effectively and appropriately.

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| <ul style="list-style-type: none"><li>● Are able to make links between different historical concepts</li><li>● Are able to make reasoned and informed judgements about issues associated with geography</li></ul> |
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Outcomes – children demonstrate:
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| <ul style="list-style-type: none"><li>● An active role in history through: understanding, respect and questioning.</li><li>● A clear progression of history is taught across the school.</li><li>● All children experience interactive opportunities through visitors and visits</li><li>● All children develop understanding of history within the community.</li></ul> |
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