



*Kirkstall St Stephen's*

# *History Policy*

*May 2024*

This school is committed to safeguarding and promoting the wellbeing of all children and expects our staff and volunteers to share this commitment.

# Kirkstall St Stephen's Primary School History Policy

## KSS School Vision:

We are cherished, we are challenged, we are children of God.

- We are **cherished** – we aim to create a caring environment where all children and staff feel welcome, valued, supported and respected.
- We are **challenged**- through a stimulating and challenging learning environment, where achievements are recognised but it is also safe to fail, increasing our resilience.
- We are **children of God** – we recognise the value of each and every individual, encouraging every-one's unique spiritual development and potential.

In the light of the Mission Statement, Inclusion and Assessment Policies and intent, this is the policy statement for the delivery of History at Kirkstall St Stephen's Primary School.

## Intent:

Every child who leaves KSS will have the knowledge and understanding to become historians. We want our children to feel no limits and aspire to be archaeologists, museum curators, research analysts and archivists. Through our exciting topic drivers, we aim to provide interesting and stimulating experiences which promote historical thinking; developing an appreciation of the past comparing this to the present day and how significant events and people have shaped world history with an understanding on how this affects us now. Through ensuring children gain a secure understanding by becoming inquisitive learners and analytic thinkers, evaluating a range of sources. Our curriculum has been meticulously planned and organised so there is a clear progression of skills, knowledge and understanding of the past of our world and the people in it, whilst ensuring that the children are able to build upon prior knowledge.

## Teaching and learning

### Early Years Foundation Stage

Foundation Stage pupils will be taught and encouraged to analyse and name some similarities and differences between the past and present life in this country as well as others around the world. Additionally, pupils will look into the history of ourselves, our parents, and grandparents, and what life was like at the time. Inspiring the children's curiosity to know more about the past as young historians. Using and developing skills that follow the Early Years Framework. In Foundation Stage, the children are encouraged to observe and question the world around them, making links from the past to the present day as well as practicing and applying new skills, using their curiosity of the past to answer questions to enable them to develop their historical thinking.

### Key Stage 1 and 2

Kirkstall St Stephen's Primary School follows the National Curriculum for History in Key stage 1 and 2. This is mapped out as per the whole school History overview with more detail in the knowledge organisers. There is a progression of skills from Key Stage 1 to Key Stage 2. The skills they will develop and use during their History lessons will be as follows: Historical comprehension, chronological thinking and research skills. This has been followed by guidance from the National Curriculum. Each History lesson will have a close link to the topic driver each term. This ensures that the children have a wide exposure to a variety of skills and understanding of the past and present world around them. Where appropriate, thoughtful and meaningful cross-curricular links will be made with History and other subjects studied, deepening the children's understanding of the past. We place an emphasis on examining historical artefacts and primary sources, and 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 recognise and value the importance of stories in history teaching, and we regard this as an important way of stimulating interest in the past.

Each child in Key Stage 1 and 2 will have their own Topic books to record their work in as well as to reflect and recap on prior knowledge referring to their learning journey checklists and knowledge organisers.

## **Assessment and Monitoring**

The prime purpose of assessment is to identify what each pupil can do in order to plan the next stage in **learning** and so enable a child to progress at his/her optimum rate. Consequently, ongoing assessment **should** be included in planning for History and should be a natural part of any lesson. The children's work is assessed against the KSS Progression of Skills in which have been developed from the National Curriculum. Evidence for making these judgments will be gathered through discussion and observation of the pupil during the lesson and by the child's recording of the activities in their topic books. All levels are based upon teacher assessment. Children are also given the opportunity to fully participate in the assessment process, through peer, self and group assessments. Children are monitored on a regular basis to check progress through the use of Learning Journey Checklists and Foundation Trackers. Assessment and Recording is an integral part of the teaching process at KSS. Assessment is used to inform planning and to facilitate differentiation. The assessment of children's work is on-going to ensure that understanding is being achieved and that progress is being made.

Parents will be kept informed of their child's progress by

- Receiving reports in which progress and achievements are stated.
- Attend parent's evenings where targets and progress are discussed
- Receive a half termly class newsletter, a whole school weekly newsletter
- Attending class assemblies
- Encouraged to be involved in their children's home learning by supporting their child when completing creative homework.

## **Equal Opportunities and inclusion of all children.**

History will be taught using the principles of equality, as it is the philosophy of the school that this leads to good teaching. We believe that it is our responsibility to encourage equal opportunity in all areas of History. We look for opportunities to extend learning beyond the classroom and in the local environment as much as possible for all pupils. All pupils are entitled to access the history curriculum at a level appropriate to their needs. In line with our Equal Opportunities Policy we are committed to providing a teaching environment conducive to learning. Each child is valued, respected and challenged regardless of race, gender, religion, social background, culture or disability.

When teaching this subject, we ensure that we provide learning opportunities matched to the needs of children with Special Educational Needs. We also consider the targets set for individual children in their support plans.

We recognise that in all classes children have a wide range of ability 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 tasks which are open-ended and can have a variety of responses;
- Setting tasks of increasing difficulty, some children not completing all tasks;
- Providing resources of different complexity, depending on the ability of the child;
- Using teaching assistants to support children individually or in groups.

Emphasis is placed on the development of skills and a historical perspective alongside factual knowledge. A variety of teaching approaches are used:

- Teacher presentations, role play, drama, story-telling.
- Question and answer sessions, discussions and debates.
- Individual and group research.
- Investigating artefacts and sources of evidence.
- Fieldwork, and visits to museums and sites of historic interest.

## **The role of the History subject lead.**

The role of the History subject lead is to monitor and evaluate the teaching of History across school by completing the following:

- Conduct History 'Learning Walks' and 'Book Looks' with positive feedback and to highlight areas of development for the subject.
- Ensure the KSS History Long Term Plan and Progression of Skills document stays up to date and relevant so teachers can plan accordingly.
- Ensure Topic displays are updated regularly within each classroom.
- Complete necessary and appropriate CPD opportunities, edit the History Long Term Plan accordingly and share updates and CPD to the rest of the staff.
- Be responsible for History resources across school.
- To gather opinions of pupils (pupil voice) on the subject and what they have learnt.
- Ensure opportunities are created for enrichment in the children's learning of History.