



Anston Hillcrest Primary School

OUR CORE VALUES ARE Respect, Resilience, Teamwork and Kindness



HISTORY POLICY

KEY DRIVERS	READING			CREATIVITY			LOCAL AND GLOBAL CITIZENSHIP			EMOTIONAL WELL-BEING		
INTENT	<p>For all children to demonstrate progression in skills and knowledge, underpinned by strong subject knowledge. We create opportunities for memorable learning experiences that build a long-term memory. Our curriculum ensures that those, who are capable, develop a greater depth of understanding. We know what all pupils know, can do and understand. Our curriculum stimulates and excites the imagination, providing children with the knowledge they need to thrive; be successful learners; meet the challenges of an ever-changing, diverse world, providing equality of opportunity, within an inclusive culture, with an ambition of success for all. We create opportunities within our curriculum to develop emotional well-being and develop strategies for all pupils to have good Mental Health.</p> <p>We believe that History helps to provoke and provide answers to questions about the recent and distant past. Children are encouraged to develop a greater understanding and knowledge of times, as well as their place within it. The history curriculum enables children to develop knowledge and skills that are transferable to other curriculum areas and which can and are used to promote their spiritual, moral, social and cultural development. We want children to foster a local and world-wide knowledge, developing an understand of their place in time.</p> <p>We seek to inspire in children to develop confidence, to be inquisitive, to be independent, resilient learners and build a curiosity and fascination about the world and its past, which will remain with them for the rest of their lives, equipping them well for further education and beyond in a 21st century world.</p>											
IMPLEMENTATION	An Inclusion Team that provides support for all	Real life experiences Authentic outcomes Communicate their learning in relevant ways	Knowing what excellence looks like	Models, images and resources which are appropriate for the needs of individual pupils.	Questioning, which allows the children to reach their own understanding	Effective feedback	Opportunities to work alongside experts and professionals	Use of diagnostic assessments to identify next steps	Strong pupil voice	Flexible groupings - not defined by 'ability' or prior attainment	Engaging classroom environment, which supports and inspires learning	High expectations of learning outcomes, attitudes to learning
<p>Planning</p> <p>Lessons are planned to ensure that key knowledge is developed over time over the course of each history block and in the correct sequence. Key knowledge is reviewed by the children and rigorously checked and consolidated by the teacher at the end of each unit of work as part of the school's assessment of history. MTP's outline the knowledge and skills for history and then teachers ensure that the learning is personalised and implemented to suit the learners in the class. The curriculum is adapted to be inclusive for all. The progression document provides evidence for how to adapt this</p>						<p>Monitoring</p> <p>Book moderation and monitoring of outcomes is used to evaluate the range and balance of work and to ensure that tasks meet the needs of different learners. Observations take place by the subject leader of children at work, individually, in pairs, in a group and in class during whole class teaching.</p>			<p>Assessment</p> <p>Assessments are carried out throughout lessons and at the beginning of lessons - recaps. Gaps are identified and filled by class teachers. Assessment for learning is continuous throughout the planning, teaching and learning cycle. Teachers identify those, who have not met expectations, and ensure that gaps are covered and areas consolidated during the next lessons or units.</p>			

	(including which learning comes before and after). The subject leader evaluates coverage and provides support where required.					
	Historical Concepts					
	Chronological Understanding	Comparisons (similarities and differences)	Change and Continuity	Cause and Consequence	Historical Significance	Historical Interpretation (artefacts / sources)
	This concept involves an understanding of how to chart the passing of time and how some aspects of history happened at similar times in different places.	The concept of comparisons focuses on looking at how experiences of an event or time period may have been similar or different for different people. It is an important concept to recognise as it helps children move beyond stereotypical assumptions about people in the past and recognise and analyse the diversity of past experiences of different people and apply this when thinking about the present.	Continuity and change shows how somethings stay the same and somethings change. It involves comparing places and the lives and experiences to those living in the past, across time by looking at what is the same and what is different. It is important to know what has come before, to help us be informed citizens. It gives us a greater appreciation of the depth of human experience and how the lives of those before us have shaped the way the world is today.	The concept of cause and consequence shows how an action or events can lead to another action or event either directly or indirectly. It allows us to explore and explain why things have happened. It is important to know how actions in the past have led to different events and actions and apply this learning to present circumstances.	The concept of historical significance focuses on the value of an event or person when evaluating what is more important. It is important to understand historical significance as it shapes what conclusions are made about events, people or factors that have had an impact or influence on the past and shaped today.	This concept involves recognising that our understanding of the past comes from an interpretation of the available evidence, both first hand (primary) and interpretations (secondary) and that these sources help historians to understand what happened in the past.
IMPACT	Outcomes At the end of each two-year phase, we expect the children to have achieved the skills and knowledge in the progression document. Children, who have gaps in their knowledge receive appropriate support and intervention to enable them to 'keep up' with their peers. Outcomes in books evidence a broad and balanced history curriculum and demonstrate children's acquisition of identified key knowledge and skills relating to each of the identified concepts.			Pupil Voice Through discussion and feedback, children talk enthusiastically about history and understand the importance of this subject.		Inclusion All pupils are able to access the history curriculum at a level appropriate to their needs. All children are able to make progress in history, fulfilling their potential.