



Allerton Bywater Primary School

History policy

Intent of the subject

Our History curriculum is planned to be investigative and exploratory and aims to develop a lifelong love of historical learning that embraces the rich history of our children's local area and beyond, so they are equipped with the knowledge, skills and understanding to be effective citizens both today and in the future. Our sequences of lessons are planned to include being able to review evidence critically, transferable skills and comprehensive understanding that all people and places are interdependent and interconnected, often through implicit shared pasts.

This is underpinned by our whole-school curriculum drivers:

1) Enriching experiences

Community

In History, this means that we explore the rich cultural heritage locally **at least once per** History topic unit, to ensure all children undertake a variety of in school and local area visits.

Child-Led

In History, this means that we use knowledge harvests and pupil voice surveys to ensure that the children's interests and points of view shape forthcoming learning.

Professional Innovation

In History, this means that teachers have the professional freedom to utilise their knowledge of the local community and their own interests to shape History lessons for their children.

2) Quality Texts

All children explore, through a variety of media, a breadth of global historical literature under the principle theme of 'Enquiry'. Therefore, at least one quality text, representing the wider historical community over time, is studied during each half or full term History themed topic unit.

Consequently, by the end of Year 6, all children will have been inspired by at least 16 quality historical texts across their primary (3-11) education at Allerton Bywater Primary School.

Implementation of the subject from EYFS to Year 6

(to include: planning; assessment; and evaluation.)

In History, all children are given an opportunity to shape their future learning, through pupil voice surveys, by offering their suggestions for historical enquiry topics. Subsequently, these ideas are used, in conjunction with Allerton Bywater's progression, topic scheme and National Curriculum frameworks to develop a whole school long term planned overview of topics. Teachers then use their professional innovation to further develop these topics into medium term plans for their year group thus ensuring that they teach high quality, progressively sequenced lessons.

Each year group has subject-specific vocabulary that is used.

Through creativity, challenge and connection, we unlock our true potential

Children are monitored on a regular basis to check progress. We encourage all pupils to take responsibility for their own and their peers' learning. A range of Assessment for Learning strategies are used, for example peer marking, evaluation, self-assessments against objectives and success criteria, the use of talk partners and end of unit assessment task. Through these, both children and adults are able to recognise the progress being made.

Class teachers present selected pieces of the children's History work in a topic book to evidence the progression of their learning across their school career.

Teachers are expected to make regular assessment of child's progress and to record these on OTrack.

Resources

Our school has a range of resources to support the teaching of History across the school. Classrooms have a range of basic resources with the more specialised artefacts stored centrally. We have a wide range of History materials in the school library, including artefacts. People with an interest, or expertise, in a particular topic or area of History are invited into school to work with the children. These might be parents, grandparents, other family members, neighbours or representatives of the local community.

Role of the Subject Leader

- To create and update the subject policy
- To support colleagues in their planning, delivery and assessment of the subject
- To take responsibility for the auditing, organisation, purchase and deployment of central resources
- To keep self and other staff up-to-date with developments in History education by relevant reading, INSET and policy reviews/development
- To monitor and evaluate pupil attainment and progress in History skills across school
- To monitor and evaluate the quality of teaching and learning in History across school
- To liaise with appropriate bodies e.g. other subject leaders/schools, governors, the local authority etc. about matters relating to History
- To report to the head teacher and/or governing body

Monitoring of the subject

Subject monitoring takes place regularly through a range of:

- sampling of planning at all levels
- learning walks
- lesson observations
- scrutiny of children's work
- examination of topic books and classroom environments
- analysis of assessment and tracking data
- pupil voice

Inclusion/SEND

We believe that all children, irrespective of background, race, gender and capability should have equal access to the curriculum.

This policy is supported by, and should be read in conjunction with, our 'Craft of Teaching' and 'Curriculum' policies

We recognise the fact that we have children of differing ability in all our classes, and so we provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this through a range of strategies which are differentiated by task, expected outcome and/or support from peers or adults.

Health & Safety

Our school policy for visits and excursions will be adhered to for all trips, a copy of which can be found on our website. This is supplemented by Leeds City Council guidance concerning Educational Visits.

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