



# Lyon Park Primary School

Learning and Growing Together



## HISTORY POLICY

### Purpose

At Lyon Park Primary School, we are dedicated to tailoring a curriculum to enhance the learning opportunities and engagement in history for all our children. The purpose of this policy is to set out clear guidance on planning, teaching and assessment for teaching and non-teaching staff.

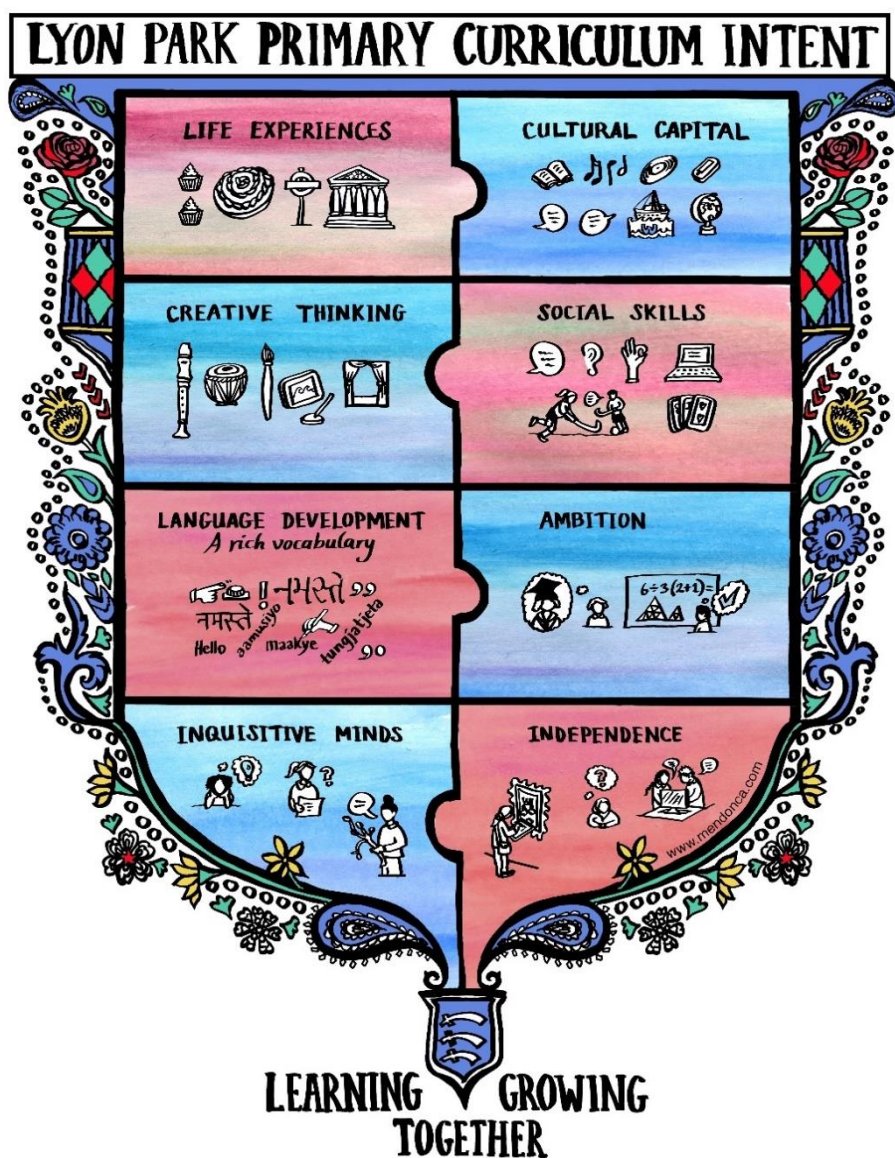
### Aims

Our history curriculum encourages our pupils:

- To instil a sense of curiosity and develop inquisitive minds
- To appreciate human achievements and aspirations, in turn, developing their own
- To understand and respect the values of society
- To develop a knowledge of chronology, aiding them to organise events over time including their own lives
- To understand the methods of historical enquiry through the use of a range of sources
- To identify changes over time and compare lives through paintings, photographs, artefacts
- To understand how our values and attitudes differ to those of the past
- To develop the necessary skills to interpret primary and secondary source materials and distinguish between facts and interpretations
- To ensure there is progression from key stage one through teaching and combination of in-depth and overview studies about British, local and world histories

## INTENT

High-quality history education helps pupils gain a coherent knowledge and understanding of Britain’s past and that of the wider world. Teaching should stimulate pupils to think creatively, inspiring their curiosity to know more about the past and develop inquisitive minds through asking insightful questions, thinking critically, weighing evidence and formulating perspective and judgement. At Lyon Park, we support 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. We believe that all children should receive access to a quality education and as pupils learn in different ways, teaching is adapted to ensure this is possible. Through the use of different mediums, including computing, images, audios and physical resources, children of all backgrounds can access and engage in the learning. Our focus on historical enquiry and interpretations of history provides opportunities for pupils to derive comparisons and engage in discussions, embedding their understanding. The use of learning questions enables pupils to develop inquisitive minds, independence and collaborative work through enquiry-based learning.



<p><b>Life Experiences</b></p> <ul style="list-style-type: none"> <li>• interviewing/meeting people who have experienced major changes/events</li> <li>• exploring local history</li> <li>• building on prior knowledge</li> </ul>	<p><b>Cultural Capital</b></p> <ul style="list-style-type: none"> <li>• understanding of how Britain and the lives of its people have been shaped through history</li> <li>• link with British Values</li> <li>• educational visits and workshops to embed learning</li> <li>• whole school events</li> </ul>
<p><b>Creative Thinking</b></p> <ul style="list-style-type: none"> <li>• using role play to explore different perspectives</li> <li>• making links to the past and the present</li> </ul>	<p><b>Social Skills</b></p> <ul style="list-style-type: none"> <li>• collaborative learning</li> <li>• articulating views and opinions</li> </ul>

<ul style="list-style-type: none"> <li>deriving questions through analysing various sources</li> </ul>	
<p><b>Language Development; a rich vocabulary</b></p> <ul style="list-style-type: none"> <li>knowledge and understanding of new terms used in context of history</li> <li>applying these terms in the correct context</li> <li>using learning environment to reinforce embed key dates, names and vocabulary linked to topic</li> </ul>	<p><b>Ambition</b></p> <ul style="list-style-type: none"> <li>fostering a love of historical enquiry</li> <li>raising awareness of historical breakthrough by black and Asian people</li> <li>to use past events to drive forward change</li> </ul>
<p><b>Inquisitive Minds</b></p> <ul style="list-style-type: none"> <li>exploring primary and secondary sources e.g. artefacts, journals, diaries,</li> <li>finding alternate views in key events</li> <li>ask and answer questions to deepen learning</li> </ul>	<p><b>Independence</b></p> <ul style="list-style-type: none"> <li>using different methods to source historical information</li> <li>promoting historical discussion through use of sources</li> <li>taking ownership of their learning</li> </ul>

## **IMPLEMENTATION**

### Roles and responsibilities

#### Governors:

- To agree to new developments in the subject
- To participate in monitoring teaching and learning

#### Senior Leadership Team:

- To provide strategic direction, reviewing policy in line with the new national and local developments
- To support all leaders in improving standards in their subject areas and provide clarity in outcomes
- To equip middle leaders to fulfil their role successfully.

#### Subject Leader:

- To ensure a high profile of history
- To ensure a full range of relevant and effective resources are available to enhance and support learning
- To model the teaching of history
- Through model planning, progression of the key knowledge, skills and understanding are identified at the end of each unit of work
- To monitor books to evidence and evaluate progress and attainment
- To monitor planning and oversee the teaching of history
- To identify and support staff members who need further development

#### Teachers:

- To the long term plans and medium term plans to plan effective units of work.
- To follow policy and guidance outlined by the subject lead
- To ensure the subject is taught effectively and the content is covered as outlined in the National Curriculum and long-term plan
- Through marking and feedback, provide opportunities for consolidation of misconceptions
- To promote the use of key terminology through regularly updated working walls and flipcharts
- To develop own subject knowledge where needed

#### Support Staff:

- To develop own subject knowledge where needed
- To model appropriate use of historical terms and vocabulary
- To challenge pupils thinking and ideas and/or provide support where necessary

#### Pupils:

- To actively participate in all lessons

- To demonstrate curiosity through asking questions
- To challenge their own perceptions through critical thinking

#### Parents/Carers:

- Engage in their children's current learning, sharing their own knowledge and experiences about the subject
- Support children with home learning tasks e.g. research, projects
- Share thoughts and opinions on historical events and figures as opportunities arise
- Attend school events

#### Aspects

##### Inclusion:

At Lyon Park Primary we believe that all learners are of equal value and that all pupils have the potential to achieve highly and learn effectively irrespective of ethnicity, gender, disadvantage, religion and belief, race or disability. This confidence in the learning capacity of all our pupils is reflected in curriculum design and delivery.

- Pupils with Special Educational Needs & Disability (SEND):  
Pupils with Special Educational Needs and Disabilities (SEND) will have access to a broad and balanced curriculum through quality first teaching. Teachers will differentiate learning according to the children's needs to ensure access to the curriculum. Children identified as having SEND may in addition have additional provisions such as personalised learning, 1:1 support and a variety of resources to meet their needs. This policy should also be read in line with the school's SEND policy and School information report.
- EAL learners:  
Pupils identified as new to the English language will be given every opportunity to acquire English so that they can access learning fully. Pupils home languages will be used to aid learning where possible and relevant alongside appropriate resources selected by staff to enable pupils to engage in a rich curriculum.
- Equal opportunities:  
All pupils have the right to access the curriculum regardless of age, gender, race, religion, SEND and background. Changes must be made to provision in order for pupils with SEND and EAL to access the history curriculum.

##### Health and safety:

- Artefacts are inspected for any possible damage before given to children
- Artefacts to be handled with care to avoid accidents
- Children will be briefed on how to handle artefacts
- Children will be taught and expected to use all equipment safely during all sessions

##### Safeguarding:

- Some themes may be distressing and therefore must be dealt with sensitively e.g. war, children's rights, issues surrounding family
- Any matters of safeguarding will be dealt with according to the safeguarding procedures of the school. Please see the Safeguarding Policy.

##### Planning:

###### EYFS:

###### Understanding the World: People and Communities (History)

- Aspects of history will be taught through Understanding the World: People and Communities.
- This will include comparing the past and present in meaningful contexts.
- Children will use photographs, artefacts and non-fiction texts to develop their knowledge, understanding and skills.

###### KS1/2:

- Topics to be taught in the order outlined in the curriculum overview.
- The medium term plans must be used to plan lessons and these should be filtered and adapted to generate units of work that meet the needs of pupils.
- Lengths of topics may vary due to the content.
- Every topic must have a big question and each lesson must include a question for learning question (QFL) rather than learning intention (LI). Children must be given an opportunity at the end of each lesson to answer the LQ through discussion or written responses and at the end of the unit must answer the big question.
- All lessons for one topic are to be planned on one flipchart using Activ software.
- All lessons must encompass the three components:
  - knowledge

- skills
- understanding

#### Teaching:

- A variety of teaching and learning styles should be used in history.
- Effective and engaging lessons should use a combination of whole-class teaching and enquiry-based research.
- Pupils must acquire a solid knowledge and understanding of concepts and skills that build on previous learning. Pupils must have opportunities to apply these.
- Children should have access to secondary sources such as books and photographs and be able to handle artefacts.
- Use of ICT can be incorporated to enhance research skills. Access to the ICT suite must be planned prior to the session.
- Planned visits to museums and places of interest, workshops or visits from guest speakers should be organised where appropriate.
- Chronology, historical enquiry and historical interpretation must be interwoven throughout units of work. They should not be taught as separate strands.

#### Organisation:

- There is no set time for the teaching of history rather that key knowledge, skills and understanding are covered in a unit. Staff must also plan for 'polished products' so that the children can showcase all that they have learned.
- Teachers must implement systems to ensure that children can recall knowledge taught to them.
- To reduce demand on practical resources, classes in year groups may choose to teach history on different days.
- Teachers are responsible for gathering resources prior to the subject commencing.

#### Homework / Wider learning:

- Home learning will be set when appropriate.

#### Resources:

- History can be taught effectively with the use of resources and can be easily found online. Please consider searching a number of sources for the same topic and exploring the reliability with children. Also, images of old photographs, paintings and artefacts are other forms of sources.
- Available resources are stored in the tower. These must be returned by a member of staff, once they are no longer needed.
- Teachers must inform middle leaders when consumables are running low.
- If a particular resource is essential but unavailable, teachers must inform the subject leader.
- Pupils must be taught how to handle equipment safely and correctly.

### **IMPACT**

#### Assessment:

- Assessment for learning must be built into each lesson through the Question for Learning (QFL) and the big question should be completed at the end of each unit for opportunities to assess children's understanding. Teachers put in place systematic assessment systems in order for the children to remember the key knowledge taught to them. This can be done through:
  - Quizzes
  - Frayer diagrams
  - Essay type responses
  - Debates and other forms of presentations

#### Monitoring and evaluation:

- Monitoring processes of teaching and learning in geography will include:
  - Book scrutiny
  - Planning scrutiny
  - Lesson observation
  - Learning walks – curriculum review
  - Learning environment checks
  - Pupil voice with a focus on what children can remember
  - Systematic approaches to assessment

- Staff feedback through curriculum review or direct interviews about provision with the subject lead or SLT.

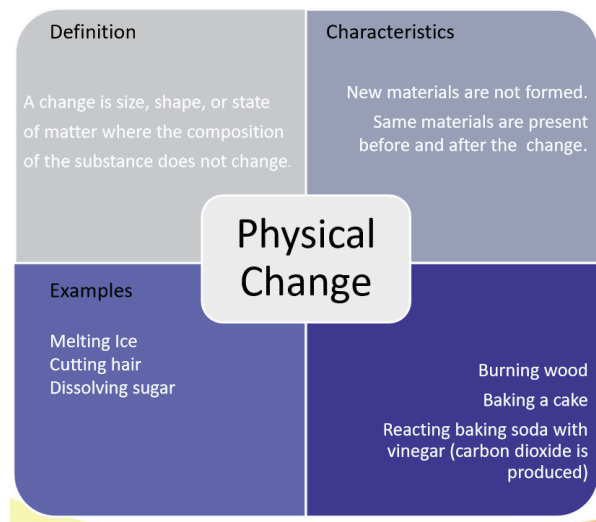
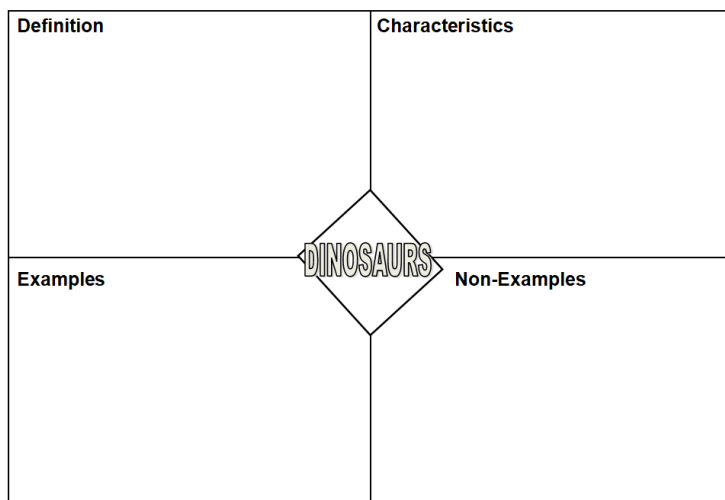
### EXAMPLES OF ASSESSMENTS

QUESTIONNAIRE – Pupils’ knowledge is tested at the start of the unit and at the end of the unit to determine progress made.

Lyon Park Primary School – Geography										
Topic: North America (comparison study)			Phase: KS2			Strand: Place Knowledge / Human and Physical Geography				
Question 1: London is in the UK, which is in the continent of...			Start of unit:	End of unit:	Question 5: The biggest trade in London is:			start of unit:	End of unit:	Question 9: London and California are similar because... Start of unit:
Europe			x		entertainment					
North America					technology					
South America					farming					
Africa					jewellery					End of unit:
Question 2: London is in the _____ of the UK			Start of unit:	End of unit:	Question 6: Which of these are famous sights in California:			start of unit:	End of unit:	
north					Big Ben					
east					Golden Gate Bridge					
south					Hollywood sign					Question 10: London and California are different because... Start of unit:
west					Buckingham Palace					
Question 3: California lies by the:			Start of unit:	End of unit:	Question 7: Europe and North America are both...			start of unit:	End of unit:	
Pacific Ocean					countries					
Atlantic Ocean					cities					End of unit:
Indian Ocean					continents					
American Ocean					towns					
Question 4: Earthquakes happen frequently in California. This is because it lies on the edge of a...			start of unit:	End of unit:	Question 8: A place where ships can load and unload goods is called a...			start of unit:	End of unit:	
coast					desert					
continent					mountain					
tectonic plate					port					
desert					farm					

### FRAYER DIAGRAMS

Frayer diagrams are used to embed language and key concepts. They complete the sections outlined below.



### Essay type questions

Children are asked to answer a question in an essay style response. For example the children could be asked: Who were the Mayans and why should we remember them? They would then write their response using all the information that they have learned.