KINGS HILL SCHOOL
PRIMARY & NURSERY

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Primary and Nursery

History Policy

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HISTORY POLICY

Introduction

At Kings Hill School and Nursery, we are committed to providing all children with learning opportunities to engage in history. This policy reflects our School's values and philosophy in relation to the teaching and learning of history. It sets out a framework within which teaching and non-teaching staff can work, and gives guidance on planning, teaching and assessment.

Intent

At Kings Hill School and Nursery, we believe that our high-quality history curriculum inspires children to become inquisitive learners, wanting to know more about the past and to think and act like historians.

Our history curriculum intends to:

- To develop pupils' enjoyment and interest in history and how it relates to modern life.
- To build on pupils' curiosity of events from the past and understand their significance.
- To understand how human achievements have influenced society.
- To use a range of historical sources to enhance pupils understanding and encourage analytical thinking.
- To develop a knowledge of chronology within which the children can organise their understanding of the past.
- To understand the similarities and differences between the present and the past and to understand that people of other times and places may have had different values and attitudes from ours.
- To address and devise historically valid questions and instruct informed responses.
- To introduce pupils to historical vocabulary.
- To develop pupils' use of computing in their historical studies.
- To understand the nature of evidence by emphasising the process of enquiry and by developing the range of skills required to interpret primary and secondary source materials.
- To distinguish between historical facts and the interpretation of those facts.
- To provide children with the historical knowledge needed to access future learning.

Learner Profiles

We have developed six learner profiles that fundamentally underpin our curriculum aims and design. These profiles encompass our values-based ethos, reflect the strengths of the school and are responsive to the needs of our community and the ever-changing wider world around us:

- I am a good communicator.
- I am knowledgeable.
- I am an innovator.
- I am an individual.
- I am a good citizen.
- I am emotionally intelligent.

Values-based Education

The school has six core values developed by staff, pupils, parents and Governors. These six values represent the basis of values-based education at Kings Hill School and all other values are linked to them throughout the year such as compassion, loyalty, happiness, humility and trust. Our school values draw attention to key behaviours needed for children to become excellent learners and citizens. These are specifically taught through our curriculum and assembly programme.

Implementation

- A cycle of lessons that provide the knowledge to answer an enquiry question.
- Lessons planned carefully for progression across the primary phase.
- Regular low-stake quizzing through retrieval practice to promote secure understanding of substantive and topic-specific knowledge.

- Written assignments that allow learners to explore the time period they are learning about in a reported style.
- End of topic assessments that identify gaps in substantive and disciplinary knowledge which can then inform future planning.
- Challenge questions for pupils to apply their learning.
- Trips and visiting experts to enhance the learning experience.

Wider curriculum opportunities linked to the history curriculum are available to all children and include:

- Educational visits to places of historical interest relevant to the curriculum.
- External visitors.
- Internal workshops.
- Themed assemblies and themed days.
- Outdoor learning experiences.
- Cookery lessons.

These wider curriculum opportunities form part of our pupil offer for every child.

Impact

Our history curriculum is broad and balanced, has clear intent and there is a strong rationale for content selection. It is engaging and impactful, and shows clear progression of key substantive and disciplinary knowledge throughout. Progress is supported by embedding frameworks of content and concepts that enable pupils to access future learning. The narratives are coherent and provide opportunities for exploratory and enquiry-based learning. It is designed to provide meaningful examples and repeated encounters to secure knowledge.

If children are keeping up with the curriculum, they are deemed to be making good or better progress. In addition, we measure the impact of our curriculum through the following methods.

- End of topic assessments.
- Subject leader reviews through year groups.
- Written pieces around their topic.
- Pupil discussions about their learning.

Learning environment

A rich learning environment supports our curriculum. History displays and a range of high-quality texts support children's learning in every classroom; these include key information, vocabulary, historical sources and key questions to encourage discussion and enquiry related to the topic that is being taught.

Equal Opportunities and Inclusion of all learners

All children have equal access to the history curriculum and its associated practical activities. The SLT, Class Teachers and TAs at Kings Hill School are responsible for ensuring that all children, irrespective of gender, learning ability, physical disability, ethnicity and social circumstances, have access to the whole curriculum and make the greatest possible progress. Where appropriate, work will be adapted to meet pupils' needs and, if appropriate, extra support given. Pupils that are more able, will be given suitably challenging activities. Gender and cultural differences will be reflected positively in the teaching materials used.

Roles and Responsibilities

It is the role of the Subject Leaders to ensure that along with SLT the subject is monitored using a range of processes to inform the development of history teaching and learning. Outcomes will be shared with colleagues and appropriate actions implemented. It is the role of the Subject Leaders to identify and support the training needs of colleagues.

The Subject Leaders engage with professional development and learning and impart their interest in history and its relevance to the school community. It is the role of the Subject Leaders to ensure that pupil voice is valued and responded to and there is an understanding of the importance and value of history amongst the staff and children.

It is the school's role to provide effective support for the Subject Leader's development of history

Review

This policy is monitored through:

- Regular scrutiny of children's work.
- Regular monitoring and evaluation of planning.
- Evaluation and analysis of assessment data.
- Lesson observations to monitor the quality of teaching and implementation of planning.
- Pupil interviews and questionnaires.
- Teacher feedback.