

# Sunning Hill Primary School



## History Policy

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*Reviewed by: Governing Body*

### **Our school values – Building a Bright Future Together**

At Sunning Hill Primary, we instil **self-belief** and promote **independence** that allows children to become **aspirational** and committed, **life-long learners**. Our journey together provides our children with opportunities to learn and grow and encourages them to be **curious** about the world.

Our children are encouraged to take **responsibility** for themselves, show **resilience** and be **proud** of who they are so they flourish within society. All achievements are celebrated to reward success, inspire ambition and nurture self-esteem.

Our Sunning Hill family work together to ensure our children are **happy, kind, charitable** and **respectful**. All children are given equal opportunities to reach their full potential. We provide a supportive, secure environment where children feel safe to take **risks and learn from their mistakes**.

These foundations provide a strong base for building a bright future together ensuring **equality** for all.

At Sunning Hill, we follow the National Curriculum and the Early Years Foundation Stage Framework. Our school values and motto are reflected through the curriculum which promotes learning and personal growth. These values are interwoven into school life to ensure our children leave Sunning Hill as well rounded British citizens who can make a contribution to their own community and the wider world. We plan and deliver a tailored, engaging and challenging curriculum. Children's cultural capital is broadened through a range of trips, visitors, events, extracurricular clubs and first hand experiences.

### **Curriculum Intent for History**

Sunning Hill Primary School follows the statutory programme of study and attainment targets for history at KS1 & KS2. Our curriculum offers opportunities to develop children's sense of identity through learning about the development of Britain, Europe and the world. It also enables children to gain an understanding of the past, with relation to themselves, their families, their communities and the wider world. Our school values are interwoven into our curriculum, which promote learning and personal growth. We strive to ensure our children leave Sunning Hill as well rounded British citizens who can make a contribution to their community and the wider world. We plan and tailor an engaging, challenging and progressive curriculum. We enthuse and engage children through a range of trips, visitors, events and first hand experiences.

Sunning Hill is committed to providing a history education that inspires pupil's curiosity and fascination about the world, its history and its people. Many of our pupils have limited experience of places and historical events within the UK and the wider world, therefore our teaching equips pupils with knowledge and understanding of key events, people and events in their own, their country's and world history. As pupils progress through school, the history curriculum will enable them to deepen their understanding of key events, key people, chronology and the use of primary and secondary sources.

Our curriculum is delivered in conjunction with the use of curriculum drivers which are used to provide a historical focus for each unit taught throughout school and develop substantive as well as disciplinary knowledge of history. It also allows a common thread to be woven through the subjects, so that children can compare and contrast different historical periods.

Our drivers are:

- Significant people
- Daily life
- Chronology

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### **Curriculum Implementation for History**

The intent of our History curriculum is implemented through careful planning, teaching, assessment and feedback. We structure the History curriculum so that it provides breadth and depth and also allows all children to succeed both within the classroom and beyond. We aim to meet the needs of all our pupils by planning and delivering an engaging and challenging curriculum where learning is robust, transferrable and children are encouraged to make connections. This will include learning that takes place outside the classroom such as trips, visitors, events, extracurricular clubs and first hand experiences.

The following are the ways we ensure that the curriculum is taught in line with our aims;

- The History curriculum is delivered as a discrete subject and cross-curricular links are made where appropriate to embed learning. There is a consistent approach across all year groups.
- There is a clear balance of substantive and disciplinary knowledge. Historical knowledge and skills are mapped out to ensure progression within and between year groups. This promotes a History curriculum that is progressive and allows children to build upon previous knowledge and learning.
- Units of work are planned and delivered sequentially so that learning can be built upon which enables knowledge to be embedded and committed to long term memory.
- Expert teacher subject knowledge is developed through in-house training and external training where appropriate.
- Speaking and listening is promoted and woven in through the subject. It is a core skill that allows children to develop their ability to communicate effectively. We feel this is particularly pertinent for the children in our school.
- We provide a wide range of first-hand experiences to help children make connections and remember more, through the use of trips, visitors and first hand experiences.
- Subject specific vocabulary is selected and taught explicitly using the national curriculum. This is progressive across year groups and is clearly displayed in classrooms so the children can refer to it. This helps the children to articulate their knowledge and understanding.
- Knowledge organisers are used to map out key information for each unit of work. Children make regular reference to these and they are sent home for children to refer to when completing homework tasks.
- We promote curiosity and critical thinking by giving children lots of opportunities to ask questions about their learning. They use some of these questions to further their learning by doing their own research.
- 'Show me what you know' activities allow children to demonstrate what they have learnt and what they remember.
- Pupils are given an opportunity to reflect at the end of each unit by sharing their learning in a variety of ways. They use what they have learnt to identify what else they would also like to find out about.
- Working walls/displays show the building of knowledge and skills over the course of a unit. This includes key vocabulary, definitions and children's work.
- Collaboration is promoted at all levels of school life. In lessons children have the opportunity to work in groups or pairs.
- Homework promotes independence, choice and wider experiences so that the knowledge and skills acquired in school can be applied to deepen learning.

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- Feedback is both written and verbal. The purpose of any feedback given is to move a child forward with their learning. (see Marking and feedback policy)
- Expert teacher subject knowledge is developed through CPD and coaching. The school has a carefully planned induction programme to support ECTs and new staff.
- Work is planned to ensure progression of content and skills across each Key Stage, appropriate to the children's ages and abilities.
- Cross curricular links are made with other subjects, including ICT, where appropriate.
- Children are encouraged to learn about the past from a variety of historical sources and reference materials and to develop a sense of chronology within which they can organise their understanding of the past.

### **Curriculum Impact for History**

Through the clear and aspirational intent and structured, rigorous implementation of the History curriculum, we aim to provide all our children with a broad and balanced depth of knowledge and skills in History. The impact of this is measured in the following ways;

- Monitoring of the subject through; planning, learning walks, lesson observations, book scrutiny, the X feed and pupil discussions to measure the impact of History in all year groups. Areas of strengths are celebrated and areas for development are acted upon.
- Teacher subject knowledge is reviewed through lesson observations, drop-ins, pupil questionnaires and book reviews. This information is used to plan staff meetings and external training opportunities.
- Marking and scaffolding learning by the teacher (verbal as well as written).
- Setting clear outcomes for individual lessons and blocks of learning, ensuring the children understand what is expected and how to make progress against specific criteria.
- Quality first teaching corrects misconceptions within lessons and children are targeted with additional support to diminish differences.
- Kahoot quizzes are used regularly to reinforce key facts and help information “stick” in children’s long term memory.
- The understanding of subject specific vocabulary is assessed in History to inform teacher assessments and plan next steps through end of unit tasks. This is assessed, along with the understanding of key knowledge and skills in each topic, in the show me what you know task at the end of each unit.

Our school aims to support all families and the wider community. Any queries or concerns regarding individual policies will be considered on an individual basis.