



Placing children's rights at the heart of all we undertake.
respect integrity humility equality care towards all



Learning at the heart, igniting possibility!

Dosthill Primary Academy

History Policy

Reviewed by: K.Smith
Approved by: DPA Governing Body
Next review due: March 2020

Date: March 4th 2019
Date: March 26th 2019

Aims and values

Our core moral purpose is encapsulated in the vision statement for the school: Growing Ambitions, Building Futures. Our focus is on learning not just within and across subject areas but also the personal development of all learners who attend our school. We strive to inspire all learners to go beyond what they consider possible for themselves, to experience and try new things and to realise all aspects of their potential. There are no glass ceilings put on any of our learners; we wish to ignite a passion for learning and for life that will remain with them as they move on to their next phase of the learning journey elsewhere.

Rationale/principles

“History fires pupils’ curiosity about the past in Britain and the wider world. Pupils consider how the past influences the present, what past societies were like, how these societies organised their politics, and what beliefs and cultures influenced people’s actions. As they do this, pupils develop a chronological framework for their knowledge of significant events and people. They see the diversity of human experience, and understand more about themselves as individuals and members of society. What they learn can influence their decisions about personal choices, attitudes and values”

The purpose of History at Dosthill Primary Academy is to cultivate a curiosity about the past and how it influences various periods at home and abroad. In achieving this we aim to:

- Develop skills of historical research to enable children to use a range of resources (including books, photographs, objects, ICT sources, museums and historical sites) to ask and answer questions about history.
- Develop an understanding about the passing of time to enable children to put major historical periods and events in chronological order.
- Enable pupils to describe some of the most significant people and events from the periods they have studied, using dates and historical terms appropriately, giving reasons for situations and changes.
- Enable children to understand that their own lives are different from those of people in the past, and that History has been described and explained in different ways.
- Increase knowledge and understanding of key events and develop a range of skills necessary to communicate their knowledge and understanding.

History has equal standing with the core and foundation subjects of the National Curriculum and Foundation Stage Early Learning Goals. Through the teaching of History we will provide all pupils with their National Curriculum entitlement and rich historical experiences.

We have carefully considered and analysed the impact of this policy on equality and the possible implications for pupils with protected characteristics, as part of our commitment to meet the Public Sector Equality Duty requirement to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations.

Rights Respecting School

Dosthill Primary Academy has gained the Rights Respecting Schools Silver Award (RRSA). This award recognises achievement in putting the United Nations Convention on the Rights of the Child (CRC) at the heart of a school’s planning, policies, practice and ethos. As a rights-respecting school we not only teach about children’s rights but also model rights and respect in all of the relationships: between teachers/adults and learners, between adults and between learners.

This Policy relates most directly to the following article from the ‘UN Convention on the Rights of the Child’:

Article 13: *Every child has the right to find things out and share what you think with others, by talking, drawing, writing or in any other way unless it harms or offends other people.*

Approaches to Learning & Teaching

In line with Teaching and Learning Policy at Dosthill Primary Academy teachers consistently:

- Encourage children to enjoy being challenged, to take risks and not be afraid of making mistakes.
- Use children's specific interests, prior knowledge assessments, questions to guide learning and teaching.
- Use a range of visual, auditory and kinaesthetic styles in order to meet but also develop children's less preferred learning style.
- Provide children with a range of learning outcomes (where appropriate offer a choice), such as debates, role-plays and oral presentations; investigation and problem solving; research and self discovery, designing and making things, not always written outcomes.
- Introduce learning in the most effective way for the objective. Flexible, imaginative, creative and inspiring teaching style.
- Where appropriate provide all learners with specific challenge/extension tasks and encourage/motivate children to reach their challenge in order to motivate and extend children's learning potential.
- Use time targets and minimum expectations so that all learners are productive.
- Use oral and written feedback to motivate, guide and challenge all learners.
- Plan for and encourage children to extend their learning at home, valuing and sharing children's contributions and home learning.
- Use other adults, including visitors from the local and wider community, within the classroom effectively sharing their experience and expertise.
- Use focused displays to motivate, support and enhance learning in classrooms and around school, checking with children that displays are accessible for all levels of ability.
- Use Building Learning Power to support pupil understanding of History (for example the need to 'use their imagination' and 'put themselves in other peoples shoes') learning objectives, and the importance of understanding that the past influences the present.
- Use a multi-sensory approach to learning e.g. film clips, music, sounds, ICT, the environment, artefacts, and interesting items).
- Identify and gather appropriate resources for the lesson, modify materials and organisation to accommodate pupils' specific needs and abilities.
- Provide and encourage children to independently use a range of resources to maximize their learning.
- Use educational visits and visitors to enhance learning, understanding and empathy with others

Planning

At Dosthill School our History planning is ignited by the Cornerstones Curriculum which includes beginning an area of learning with a 'WOW point of entry' as part of the Engage stage and a showcase of learning during the Express phase. This inspires the children and provides a range of opportunities for the intriguing question to be explored through a variety of mediums that make links to other subject areas. It also provides a starting point which supports teachers and enables them to respond appropriately to meet the needs of all children.

Short term planning are guided by the medium term plans, which include the key objectives and the suggested activities to meet these objectives. Short term planning is discussed within year groups, to ensure that all children are given the opportunity to meet the same objectives.

In the Early Years Foundation Stage, History is integrated into the curriculum and the themes explored in Nursery and Reception.

Cross-curricular links are made with other subjects wherever possible in particular, ICT is used to enhance pupil understanding. Drama is also used regularly as a stimulus to a lesson or topic.

Planning and programmes of study have been adapted to ensure they are in line with the New National Curriculum and monitored by the team to ensure the continuation of outstanding practice.

[See Curriculum Map for overview of year group topics]

Meeting the needs of all learners

At Dosthill Primary Academy, teachers consistently:

- Differentiate and adapt their planning in order to meet the needs of all the learners in their class, regularly annotating plans to ensure that specific needs are considered (see Gifted and talented/SEN policy).
- Use questioning throughout a lesson to assess and review learning in order to challenge and support to all learners. If necessary adapt a lesson to meet all learners' needs e.g. if an activity is too easy/hard adapt it for specific children there and then.
- Use and value children's own self/peer assessments in order to assist planning and future differentiation.
- Judge the pupils' understanding with accuracy and use this to inform future learning opportunities/planning: through the above mentioned used of success criteria, self and peer assessment, questioning, prior knowledge assessments as well as subject specific assessment procedures.
- Be able to identify where a pupil is, and provide necessary stimulus to ensure that a pupil recognises and accepts the next stage of learning
- Have high expectations to motivate all learners to achieve to their full potential
- Demonstrate awareness and sensitivity towards religious, racial and sexual issues and adapt planning and structure of lessons accordingly (refer also to the Equal Opportunities/Race Equality Policy).

Assessment, Recording and Reporting

Currently History is not formally tracked or assessed, however class teachers monitor pupil's contributions and appreciation using a skills ladder in Key Stages One and Two, in order to comment accurately on pupil understanding in the end of year school report. These are designed to highlight the changes of the new National Curriculum.

Roles & responsibilities

Area of Learning Leadership Team – Historical Geographical and Social - meet regularly to discuss issues such as resourcing, policy review and monitoring.

Area of Learning Leaders – Mrs Katie Smith (History) and Sharon Shilling (R.E): support staff with their subject delivery and keep up to date with current initiatives in order to cascade information to the staff as a whole.

Headteacher – To ensure staff are fully able to deliver the subject appropriately and that pupils are receiving their entitlement.

Teachers and Teaching Support Staff - Responsibility to ensure appropriate delivery of the subject.

Governors - Agree and review the History policy on a regular basis. Question the Head teacher and others to ensure that the policy is implemented and impacts positively on learning and teaching.

Learners - Take an active part in their learning responding positively. Be an active participant in personalising and extending their own learning at school and at home.

Other adults including parents - Realise that learning constantly takes place, not only within the classroom but in all environments. Value and recognise their role in shaping children's attitudes and life long learning experiences. Create positive relationships with all. Recognise their impact on children's self esteem.

Learning Environment and Resources

Resources, books, games, artefacts and practical activities are located in the Planning, Preparation and

Assessment room in labelled boxes. Some year groups/key stages have responsibility for resources specific to the topics, which are available to all staff members.

Visits and visitors are encouraged to support delivery of the subject e.g. Severn Valley Railway, Black Country Museum, Warwick Castle, Samuel Pepys, Florence Nightingale; themed Roman, Greek, Anglo-Saxon and Egyptian Days.

Monitoring and evaluation of the Policy

Annual audit supported by review of medium term planning by Historical Geographical and Social Area of Learning Leadership Team reporting back to the Lead Learning Team. In-depth review for approval by Governors three yearly.

Dissemination and review

The latest copy of the Policy is stored on RUnify for staff to access. It is shared with parents and carers via the school website.

The Policy will be reviewed annually (*Spring Term*) in line with the Governing Body Annual Planner.

Appendices:

Teacher Standards and Career Stage Expectations

Headteacher Standards