



History Policy

Our Vision

Our vision and values are at the core of everything we do. They underpin our teaching and learning and provide an environment which prepares our pupils as confident, happy citizens.

Our school aims are:

To provide a safe and stimulating school environment.

To promote high standards of teaching and learning.

To value and develop all members of the school community

Curriculum

The school's curriculum is designed to meet the needs of its pupils and its major aims are to provide all children with an education which will help them to:

- Enable all to achieve their potential, celebrating success within a caring environment.
- Raise levels of attainment for all pupils, enabling them to achieve their personal best.
- Foster a love of learning.
- Develop confident, disciplined and enquiring learners, able to make informed choices.
- Develop an increasing responsibility in pupils for their own life-long learning.
- Foster self-esteem and personal responsibility, linked to respect for the needs and feelings of others.
- Facilitate considerate and positive relationships between all members of the school community.
- Ensure equal and inclusive opportunities in relation to gender, race, class, special needs and belief.
- Value and respect all cultures.
- Provide a safe and happy workplace.
- Promote a thoughtful attitude towards the immediate and wider environment.

Philosophy/ Rationale for History:

A knowledge and understanding of history will enable children at Newfield Park to gain a coherent knowledge of Britain's past and the wider world. It should inspire children to ask questions, consider arguments or evidence and develop their own opinions. Pupils should appreciate the lives of other people, to understand how things have changed over time and develop a sense of their own identity, particularly through our local history topics.

Aims:

The teaching of history at Newfield aims to ensure all pupils know and understand how people's lives have shaped the place they live in. Our topics will ensure pupils know and understand significant aspects of the wider world, including ancient civilisations. The learning will be structured towards answering enquiry questions and therefore enable pupils to understand the methods of historical enquiry such as using evidence and considering different arguments.

Some skill strands will run through KS1, Lower KS2 and Upper KS2. This is to reflect longer term aims and how children at Newfield Park should build up an overview and develop their historical enquiry. These aims are:

- Continuity and Change
- Cause and Consequence
- Similarity and Difference
- Significance

Our History Curriculum should nurture the children's curiosity, inspire them to discover the history of their locality, the country and the world. We should develop respect and understanding of the lives and past of other nations and ultimately succeed in achieving the objectives from the National Curriculum.

EYFS: Reception and Nursery:

As part of the Statutory Framework for the Early Years Foundation Stage (2021) children in Reception and Nursery at Newfield Park will begin to learn about history through Understanding of the World (People and Communities) this will also link to Communication and Language (Understanding and Speaking).

Understanding the World involves guiding children to make sense of their physical world and their community through opportunities to explore, observe and find out about people, places, technology and the environment.

To meet this Early Learning Goal children should be able to talk about the lives of people around them and their roles in society, know similarities and differences between things in the past and now, draw on their experiences and what has been read in class and understand the past through settings, characters and events encountered in books read in class and storytelling.

Communication and language development involves giving children opportunities to experience a rich language environment; to develop their confidence and skills in expressing themselves; and to speak and listen in a range of situations.

To meet the Early Learning Goals children should be able to listen attentively and ask questions. They should engage in back-and-forth conversations which could be in response to the stories they have encountered in class. Children should be able to offer their own ideas and explanations for why things might happen. In terms of the expectations for their speaking ability children should be able to express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses, with modelling and support from their teacher.

Organisation:

The subject leaders will support and develop the use of enquiry questions and enquiry-based provision throughout key stage 1 and 2. They will set out the skills that should be covered in each year group. These will ensure the necessary coverage and progression of skills as children move through school. Subject leaders will develop a curriculum involving topics to ensure the subject content, as set out in the National Curriculum (published in Sept 2013, updated 6 May 2015) is met.

Responsibilities:

The subject leaders in history are responsible for creating skills for each year group to ensure progression and deliver the aims of the History Policy. Leaders also must monitor that high quality lessons are being delivered and learners are developing the necessary skills. This should be done through monitoring planning, monitoring learning journeys and pupil questionnaires. After this process, the subject leader is responsible for driving improvements and supporting the teaching and learning in history through their subject snapshot and relevant monitoring.

The teachers working in year group partnerships are responsible for producing a medium half- termly plan for each topic. This is then broken down into weekly lesson plans with objectives taken from the skills for each specific year group.

Cross-curricular links:

English: History makes a significant contribution to developing literacy skills of reading, writing, speaking and listening. A few include reading and interpreting of historical texts and resources; speaking and listening during discussions and field trips and writing skills involved in research, annotating, drawing and labelling.

Mathematics: The teaching of history contributes to children's mathematical understanding in a variety of ways. This includes developing an understanding of time and chronology.

PSHE and Citizenship: Through history, children can gain further understanding of their own beliefs and ideas but also those of other people in both the present and the past. They can gain a greater understanding of cultures and traditions. In addition, it provides opportunities to discuss citizenship and welfare, allows for children to develop discussion and debating skills and enables children to listen to others' thoughts and opinions.

Computing: ICT enables teachers to share resources with children using multimedia, and individual use of laptops and iPads. Children will be given opportunities to research, investigate and record their findings. In addition to this, children will use technology to explore census materials, maps and timelines.

Inclusion in History:

At Newfield Park we believe every child has an equal right to a rounded education that allows them to achieve their full potential. All pupils, regardless of ability or background, should have the opportunity to fully develop their capabilities. We recognise that some of our children may have more than one area of significant need and that teaching and learning will need to be skilfully adapted to meet those needs. This may be accomplished by:

- Planning lessons to ensure that all tasks can be appropriately scaffolded or differentiated to accommodate children with SEND, ensuring that children with SEND can access the same, or similar, tasks as the rest of the class, in line with the curriculum.
- Using a wide range of Wave 1 teaching strategies – this may involve the use of additional equipment, thinking time, pre-teaching, using peer support, providing writing frames, using coloured overlays/print, breaking instructions down into chunks, visual timetables, setting clear goals or building relationships.
- Making reasonable adjustments so that pupils with physical difficulties can access all learning activities.
- Translating instructions and tasks as appropriate to accommodate children who have English as an additional language.
- Accounting for the needs of more able and gifted children by making tasks more challenging, appealing to their problem solving, reasoning and critical thinking skills and creating appropriate extension activities.

Pupil Premium:

Newfield Park is committed to addressing the additional needs of children who may come from disadvantaged backgrounds or who receive additional Pupil Premium funding. Staff understand the importance of quality teaching for all, identifying potential barriers for learning and exploring varied teaching methods and interventions to achieve the best outcomes.

Staff regularly use data to track and monitor progress and seek to engage parents in all areas of their child's learning. Strategies at the core of our practice include collaborative learning, high quality feedback, metacognition techniques, raising aspiration and the use of digital technologies.

Safeguarding:

Newfield Park is committed to providing an environment where all stakeholders feel safe. Children are encouraged at all times to share any worries and concerns that they may have and know who to approach if they feel unsafe. Through varied teaching and learning experiences children learn how to keep themselves safe as part of our broad and balanced curriculum. Any field work, trips or residential undergo thorough Risk Assessments to ensure that all experiences are safe for our children.

If, during the course of a lesson, the teacher becomes aware of any child protection concern, or a child makes a disclosure of such a concern, they will immediately log this on the CPOMS system and follow the school's wider safeguarding policy.

Any visitors should be welcomed to add valuable first-hand accounts to children's learning. If these visitors are from companies, they should have DBS certification.

Health and Safety:

All fieldwork will be planned with reference to the School's Health and Safety Policy. Risk assessments will be made of trips and activities as necessary. Staff are advised to visit any new sites for trips. When using ICT in History staff will ensure children adhere to the rules and expectations as outlined in the E-Safety policy.

Resources:

Any resources specific to topics will be kept by class teachers. It is the responsibility of teachers to inform the Subject Leader if any resources need replacing or if new ones need purchasing. Visitors to the school are welcomed to inspire learners and provide more depth and detail to support learning. Knowledge organisers will be standardized to promote consistent practice across all year groups and enhance their integration within lessons. Every lesson will incorporate retrieval practice to reinforce previous learning and support the retention of essential skills.

Cross references with other policies:

Newfield Park is a Rights Respecting School the following rights will be supported by the teaching of history:

- Children have the right to education.
- Children have the right to find out things and say what they think, through making art, speaking and writing unless it breaks the rights of others.
- Children have a right to an opinion, for it to be listened to and taken seriously.

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