

Vaughan Primary School

History Policy



Date of Policy: Spring 2023

Date of Review: Summer 2025

Next Review: To be reviewed bi annually

Review Date	Changes made
SPRING 2023	Assessment

The contribution of History to the primary curriculum

At Vaughan Primary School the History education should be fully inclusive to every child. Our aims are to fulfil the requirements of the National Curriculum for history: providing a broad, balanced and differentiated curriculum; ensuring the progressive development of historical concepts, knowledge and skills; and for the children to develop a love for history. A high-quality history education will help pupils gain a coherent knowledge and understanding of Britain's past and the wider world.

History teaching at Vaughan Primary School has a wide application to everyday life, teaching the children to enjoy learning about the past and to have a better understanding of the society in which they live.

Aims and objectives of the History curriculum

Through the teaching of history, we aim to:

- Stimulate the children's interest and understanding about the life of people who lived in the past.
- Foster in children an interest in the past and to develop an understanding that enables them to enjoy all that History has to offer.
- Enable children to know about significant events in British History and to appreciate how things have changed over time.
- Develop a sense of chronology;
- Know and understand how the British system of democratic government has developed and, in so doing, to contribute to a child's citizenship education;
- Have some knowledge and understanding of historical development in the wider world;
- Help children understand society and their place within it, so that they develop a sense of their cultural heritage;
- Develop in children the skills of enquiry, investigation, analysis, evaluation and presentation.

Through the teaching of History, we can also:

- Improve pupils' skills in literacy, numeracy and ICT
- Develop pupils' thinking skills
- Promote pupils' awareness and understanding of gender, cultural, spiritual and moral issues
- Develop pupils as active citizens

Organisation and teaching of History at Vaughan

At Vaughan Primary School, History is taught to children in Key Stage 1 and 2 classes once a week. Each lesson lasts approximately one hour. History lessons are taught by class teachers in their own classrooms using a variety of resources. The school follows the Rising Stars Voyagers scheme of work as detailed below.

	Autumn	Spring	Summer
RECEPTION	People and Communities:	Similarities and Differences between things in the past and now	Looking at important narratives, figures and characters from the past.
YEAR ONE	Why do we remember the fifth of November?	What was life like when our grandparents were children?	Who are our local heroes?
YEAR TWO	How did the first flight change the world?	How has food changed over time?	Who were the world's greatest explorer?
YEAR THREE	What was new about the Stone Ages?	How unpleasant were the Bronze and Iron Ages?	How much did the Ancient Egyptians achieve?
YEAR FOUR	What happened when the Romans came?	What was important to our local Victorians?	Is it better to be a child now than in the past?
YEAR FIVE	What impact did the Anglo Saxons have?	Would the Vikings do anything for money?	Why should we remember the Maya?
YEAR SIX	Why should we thank the Greeks?	How did World War Two impact our local area?	How has communication changed over time?

Teaching and learning styles

Vaughan Primary School follows a challenging and stimulating History curriculum which is designed to encourage all pupils to reach the highest standard of achievement. Teachers endeavour to recognise and be aware of the needs of each child according to their individual potential and to ensure that learning in the history subject progressive and continuous.

In conjunction with the teaching learning policy at Vaughan Primary School, teachers aim when teaching History, to:

- Provide rich and varied contexts and experiences for pupils to acquire, develop and apply a broad range of knowledge and skills and understanding.
- Focus on enabling children to think as historians.
- Place an emphasis on examining historical artefacts and primary sources.
- Where appropriate, children are given the opportunity to visit sites of historical significance.
- Encourage visitors to come into the school and talk about their experiences of events in the past
- Recognise and value the importance of stories in History teaching and regard this as an important way of stimulating interest in the past.
- Focus on helping children understand that historical events can be interpreted in different ways and that they are encouraged to ask searching questions.
- Always explain what we want pupils to know, understand and be able to do through the History they are about to do
- Often use a key question to direct pupils' thinking / enquiry
- Enable pupils to ask, and teachers to answer, relevant historical questions in relation to the topic under study.
- Vary the resources and activities to ensure each pupil can learn effectively
- Use starters and plenaries to ensure students fully understand what they are learning, how they learn and how well they are progressing

Assessment

Each unit of work comes with specific assessments which have been created by the Rising Stars Scheme of Work; teachers use these in conjunction with assessments by the Local authority. Each unit of work is assessed on specific historical skills achieved by the child. Evidence of these skills can be found in written or diagrammatic work and observations noted during discussion,

practical work and trips. An assessment sheet is affixed to each child's book and different criteria is then ticked by the teacher based on the understanding demonstrated by the child. A portfolio of work from Y1 to Y6 will be kept to show examples of historical work. Reporting to parents occurs annually with a written report.

1. Assessment Approaches

At Vaughan we see assessment as an integral part of teaching and learning, and it is inextricably linked to our curriculum.

4.1 In-school formative assessment

Assessment for Learning (AfL) provides opportunities to elicit real-time evidence of what students are learning and involves both teacher and learners in ongoing dialogue, reflection on learning and decision-making. This formative assessment process is central to classroom practice. Teachers gather evidence of where the learners stand in their learning. They use this evidence to make the necessary instructional adjustments by providing constructive or quality feedback that moves learning forward. Teachers are expected to use this formative assessment to update our assessment tracker, Arbor, as they are teaching. Effective in-school formative assessment is the day-to-day assessment which is carried out by teachers and is key to effective classroom practice. It enables:

- **Teachers** to identify how pupils are performing on a continuing basis and to use this information to provide appropriate support or challenge, evaluate teaching and plan future lessons
- **Pupils** to measure their knowledge and understanding against learning objectives, and identify areas in which they need to improve
- **Parents** to gain a broad picture of where their child's strengths and weaknesses lie, and what they need to do to improve

A range of day-to-day formative assessments will be used including, for example:

- Rich questioning
- Written and verbal feedback of children's work
- Observations
- Pupil self-assessments and peer assessments
- Peer marking
- Pupil conferences

4.2 In-school summative assessment

Effective in-school summative assessment enables:

- **Senior Leadership Team** to monitor the performance of pupil cohorts, identify where interventions may be required, and work with teachers to ensure pupils are supported to make progress and attain personal learning goals
- **Teachers** to evaluate learning at the end of a unit or period and the impact of their own teaching
- **Pupils** to understand how well they have learned and understood a topic or course of work taught over a period of time. It should be used to provide feedback on how they can improve
- **Parents** to stay informed about the achievement, progress and wider outcomes of their child across a period

Pupils at Vaughan are assessed periodically and progress and attainment data is recorded on the assessment system 'Arbor'. These assessments are carried out three times a year in December, March and July. Teacher Judgements on Arbor will relate to the National Curriculum age related expectations and will state whether a child is working, Pre Key Stage, Below age related expectation; At the Expected Standard, or at Greater Depth. These assessments are used to monitor the performance of individuals, groups and cohorts; to identify where interventions may be required; and to work with teachers to ensure that children are supported to achieve at least sufficient progress and expected attainment.

A range of in-school summative assessments will be used including, for example,

- Short end of topic or unit tests or tasks
- Reviews of progress against individual targets for pupils with SEN
- Teacher judgements on Arbor relating to the National Curriculum age related expectations

Resources

Most resources are year based with a small supply of central stock. Each year group has a bank or resources stored in the stock cupboard. The resources are labelled in accordance to each topic studied. Teachers are to be encouraged to request any further resources, which they believe would enhance the teaching of History for their History topic. In addition, all teachers have access to the internet and are encouraged to use websites to assist in the children's learning.

Health and Safety

Teachers are responsible for reading the school's Health and Safety Policy and Educational Visits Policy. All teachers must carry out a risk assessment prior to taking the children off site for a History session.

Monitoring and Evaluation

To monitor and evaluate History, the history lead will:

- Support teachers via co-planning, team teaching, observing / giving feedback

- Monitors teachers' planning
- Work with the geography lead, SLT to further develop and monitor the assessment portfolio
- Reviews resource provision
- Works co-operatively with the SENCo
 - Discusses regularly, with the headteacher and the governors, the progress with implementing this policy in the school