

Moorside Primary School



History

Policy

MOORSIDE PRIMARY SCHOOL

PURPOSE, VISION & VALUES

Our Purpose

Moorside Primary is a school at the heart of our diverse community in the West End of Newcastle.
We pride ourselves in being a caring school community where everyone is welcome.
We strive to deliver an outstanding education for all our children.
We help everyone to become caring and active citizens
We encourage everyone to thrive and achieve their full potential.

Our Vision

We want everyone in our school to work together to make us as good as any school can be.
We want to create new opportunities for everyone to succeed.
We want to create a culture which broadens all of our horizons.
We want everyone to be able to tackle the challenges we will face in an ever changing world.
We want all of our children to effectively engage with each other and with our community.

Our values

We all believe that

Our local community deserves a school they can be proud of
We are a caring community where everyone is welcome
We all value, respect and support each other
Our community has the right to be safe and healthy.
Our children should have the chance to enjoy and be enthused by their time in our school

We all work together to make sure that

Everyone always tries their best and take pride in all that they do
Everyone demonstrates good manners at all times
Everyone respects each other and show consideration
Everyone respects and cares for our environment and resources
Everyone celebrates each other's successes and achievements

Aim:

The aims of teaching history reflect the National Curriculum programmes of study for history by providing a broad, balanced and relevant curriculum.

The National Curriculum for Primary History says that “A high-quality history education will help pupils gain a coherent knowledge and understanding of Britain’s past and that of the wider world. It should inspire pupils’ curiosity to know more about the past”.

As teachers:

- We aim to equip our pupils to be able to ask and answer perceptive questions based on their own understanding of and interests in the different historical topics that are covered.
- We aim for pupils to be able to develop the skills of historical research and to use different sources of information (including artefacts, books, photographs and ICT).
- We aim for pupils to develop an understanding about the passing of time and to then be able to put historical periods and major events in chronological order.
- We aim for pupils to develop an understanding of their own lives, and how their lives are different from those people that have lived in the past.
- We aim to foster an interest in pupils in the lives of those that have lived in the past, and we aim for pupils to be inspired about the different historical topics that are covered across all key stages.

Teaching and Learning Style:

History teaching focuses on enabling our pupils to think as historians. We place an emphasis on examining historical artefacts and primary sources. Where appropriate, pupils are given the opportunity to visit sites of historical significance. We focus on helping pupils understand that historical events can be interpreted in different ways and they are encouraged to ask challenging and high order thinking questions.

We recognise that there are pupils of different abilities and we provide suitable learning opportunities for all pupils by:

- Setting common tasks which are open-ended and can have a variety of responses.
- Setting tasks of varying difficulty, enabling all pupils to work to their full potential.
- Providing a range of challenges using different resources.
- Unpicking the smaller steps of learning needed in order to meet an objective
- Turning short term knowledge in to long term knowledge and understanding
- Using all staff in the learning area to support the work of individual pupils or groups of pupils.

Foundation Stage:

Planning for History in the EYFS is based on Development Matters and the Early Learning Goals with a focus on an understanding of the world around them- an integral part of the topic work covered throughout the year. Historical learning in the EYFS should provide pupils with the opportunity to expand their knowledge and understanding of events, people and changes in the past both in their communities and the wider world. Pupil’s knowledge and understanding of the world should be enhanced through learning activities such as dressing up in historical costumes and handling practical resources.

Key Stage 1:

Pupils in key stage 1 should develop an awareness of the past and begin to understand about the passing of time. They should know where the people and events they learn about fit within a chronological framework and identify similarities and differences between their own way of life, and the ways of life in different studied periods. They should use a wide vocabulary of everyday historical terms. Pupils should ask and answer questions and use stories and sources to show that they know and understand key features of events.

Key Stage 2:

Pupils in key stage 2 should continue to develop a chronologically secure understanding of British, local and world History. They should note connections, contrasts and trends over time and develop the use of appropriate historical terms. They should begin to identify links between historical events throughout history ranging from the Stone Age to modern times.

Every opportunity will be sought to draw historical enquiry skills out of a wide range of activities, such as: court room debates, then and now, interactive lessons and detective activities for example – which will allow pupils to begin to use and apply their history skills and knowledge in interesting contexts.

ICT:

ICT will be used in History teaching, where appropriate, to enhance pupil's skills in data handling and in presenting written work. Pupils can use the internet (accurate sites, selected by teaching staff) to develop their historical research skills, using a key source to find out further information. They will have the opportunity to use iPads to record and use photographic images to document their work.

Planning

Long term planning:

- details the content and coverage of history for the academic year across all stages on a termly basis
- is progressive across school to avoid unnecessary repetition
- identifies special events, visits, visitors, cross-curricular opportunities

Medium term planning:

- Each year group identifies specific skills to be taught alongside content, ensuring breadth and depth

Short term planning:

- Lessons are planned for and taught on a weekly basis
- Lesson plans detail learning objectives, delivery, resources, use of adult support, key vocabulary
- Based on assessment for learning, the sequence of lessons will be adapted accordingly in response to ongoing individual needs

Resources:

History resources: including text books, electronic sources, laptops, interactive activities and artefacts are stored centrally. These are monitored and replenished when necessary.

Equal Opportunities:

We are committed to providing a teaching environment which values, respects and challenges all pupils, regardless of ability, race, gender, religion, social background, culture or disability. We will endeavour to provide equal opportunities to meet all pupils' abilities and needs in the classroom.

Resources should reflect the multicultural nature of the school, but still allow for a wide range of teaching and learning of the subject.

In the context of the History curriculum, this may include:

- Using both male and female historians;
- Ensuring that a range of historical periods are represented;
- Giving all pupils the opportunity to share their points of view and to ask questions;
- Setting suitable learning challenges and responding to each pupil's individual needs.

Fieldwork:

Pupils will be given the opportunity to visit a range of historical sites around the local area to learn about local history and national history such as:

- Beamish
- Quayside
- Segedunum Roman Fort, Baths and Museum
- Arbeia Roman Fort and Museum
- Alnwick Castle
- Bamburgh Castle
- Discovery Museum

Monitoring:

Monitoring happens regularly in order to further enhance the teaching and learning of History.

Evaluation may take place by means of a number of methods, including:

- The assessment of pupils' work and their achievements;
- The analysis of teachers' planning as seen in the long and short term plans;
- Classroom observations
- Pupil voice
- Use of working walls to support historical knowledge and terms used.

Assessment:

Teachers regularly use Assessment for Learning, which includes observations, discussion and questioning of the pupils during their participation in the lesson to identify areas for development and where further challenge is needed. This formative assessment informs future planning and deployment of support in lessons.

Photographs, observations, written work and pupil voice are used as a means of recording evidence of pupil's achievements, along with any other work produced. Summative assessments of each individual pupil are recorded half termly and these are based on an appropriate balance of knowledge and skills.

Date to be implemented	May 2019
Date to be reviewed	January 2020