

Fazakerley Primary School

History Policy

Subject Leader: Sian Thomas

Our School Mission Statement

In order to achieve success at Fazakerley Primary School, we believe that *everyone* in our community is of equal *worth* and should be given the opportunity to develop their full potential intellectually, emotionally, socially, physically and professionally. We promote in our whole school community, an understanding and respect for everyone's well-being and mental health, valuing and supporting each other as an integral part of our school life.

Rationale

All school policies form a corporate, public and accountable statement of intent. As a primary school it is very important to create an agreed whole school approach of which staff, children, parents, carers, governors and other agencies have a clear understanding. This policy is the formal statement of intent for History. It reflects the essential part that History plays in the education of our pupils. It is important that a positive attitude towards History is encouraged amongst all our pupils in order to foster self-confidence and a sense of achievement. The policy also facilitates how we, as a school, meet the legal requirements of current National Curriculum requirements.

Introduction



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At Fazakerley Primary School we aim to provide the pupils with the very best History education that we can. Subjects have been chosen carefully to reflect the diversity of the local population and the events that shaped Liverpool. We have also chosen subjects to study that will give pupils a broad and balanced understanding of our nation's early history and the history of the wider world.

Aims:

At Fazakerley Primary School we aim to give pupils a broad and balanced History curriculum that will lead to a good understanding of Historical events that have shaped the local area, Britain and the wider world.

Subject Delivery

History is delivered in discrete lessons with the aim of emphasising the 5 strands of History (Chronology, Historical Knowledge & Understanding, Interpretations of History, Historical Enquiry, Organisation & Communication)

Time Allocation

Pupils in EYFS are allocated time through their curriculum entitlement delivered through topics, themes and during continuous provision.

Pupils in KS1 are allocated 7 hours of History per term (21 hours per year)

Pupils in KS2 are allocated 5 hours of History per term (15 hours per year)

Children's Work

Pupils are expected to produce work that reflects their historical understanding. There is a focus on producing work that adheres to the standards that we expect of a piece of written work (see English policy).

Pupils are able to present their findings in a variety of ways including, written reports, verbal reports and fact files. Home learning work may include art and craft based activities.

Resources

It is the responsibility of the History Subject Leader to purchase, store and maintain new History resources. All staff members will be involved in identifying the needs for new resources and will inform the History Subject Leader of any areas in which resources could be improved.

Environment – Displays, Working Walls and Help Desks

The learning environment is key to supporting our children's learning and an History working wall is a key part of this. In every classroom there is an History Working Wall which is a public display of the learning process of the current genre being taught. A plan of what should be included on all History Working Walls is an appendix within the Classroom Display Policy. Teachers use this display to support their teaching inputs and pupils are encouraged to utilise this display in each lesson as a supportive resource in their work.

History displays around communal areas of school can showcase all strands within History (Chronology, Historical Knowledge & Understanding, Interpretations of History, Historical Enquiry and Organisation &



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Communication) as both a finished product i.e. a finished piece of writing or as a demonstration of a process i.e. how to present a new piece of information.
(Please see Environment Policy for more details)

Planning

A long term plan has been devised to reflect what we would like our pupils to learn. This is available for parents and carers to view on the school website.

Medium term and individual lesson plans are available for staff to use so that a fair coverage of the subjects is followed. These lesson plans are flexible and if staff feel that they need to be changed in any way, then a discussion with the History lead will take place and appropriate amendments made.

Equal Opportunities

- All pupils irrespective of gender, race, religion or disability, are entitled to a broad and balanced History curriculum. We have high expectations of all our pupils.
- Attainment of boys and girls as well as the achievement of other groups (e.g. SEND, EAL, Pupil Premium) is carefully monitored.
- Teachers plan careful differentiation and provide resources that enable pupils to access their year group objectives at some level wherever possible.
- Suitable resources and learning environments will be made available to enable pupils to access the learning required.

Special Needs

We believe that quality first teaching is essential in identifying and catering for the specific needs of all of our children. Teachers differentiate their questioning and level of support provided in order to ensure that all needs are met. Teachers monitor the progress of our pupils very carefully and if it is deemed that a child is not making expected progress, then the teacher identifies this to the SENDCo as a 'teacher concern' and additional provision is then planned. The provision is then monitored using the 'assess, plan, do, review' cycle. If at this point, it is still deemed that the child is not making sufficient progress, then we would seek additional advice from external agencies. This is classed as 'SEN support' and pupils and parents are invited to contribute towards the child's one-page profile, which considers the views of the child, the school and the parents. This profile suggests recommended outcomes which are reviewed termly. The child's input is integral to the success of this profile as it allows the child to freely express how they feel about their learning and how school can support them.

EAL

We are aware that pupils with English as an additional language may have specific challenges and may require tailored support in order to access the curriculum.



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More Able Children

We ensure that our more able pupils are constantly challenged through differentiated tasks, more challenging success criteria as well as the requirement for our more able to constantly evidence the application for History skills within a breadth of activities and across the curriculum. We also organise for more able pupils to attend events such as 'able History days', lessons at local high schools and History events.

Monitoring

Monitoring is undertaken in various ways:

- The History Subject Leader /SLT observes lessons usually with a focus that is a whole-school issue or area for development.
- Scrutiny of teachers' planning if presented.
- Monitoring pupils' work in History books and on Seesaw app.
- Learning Walks – usually with a specific focus of interest. This includes evaluating the quality of the learning environment and use of working walls/help desks etc.
- Staff, parent/carers and pupil voice

Assessment

Please read our school's 'Assessment' and 'Marking and Feedback' policies, which this policy runs alongside. Assessment is regarded as an integral part of teaching and learning and is a continuous process. It is the responsibility of the class teacher to assess all pupils in their class. It is both formative and summative. In our school we are continually assessing our pupils and recording their progress. We see assessment as an integral part of the teaching process and strive to make our assessment purposeful, allowing us to match the correct level of work to the needs of the pupils, thus benefiting the pupils and ensuring progress.

Information for assessment will be gathered in various ways: by talking to the children, observing their work, marking their work, etc. Teachers will use these assessments to plan further work and inform the design of future lessons.

See 'Assessment Policy' for our timetable of assessment throughout the year, which indicates that assessment records are updated bi-annually using a variety of methods.

Teachers take part in moderation sessions within school and attend LA Moderations with other schools. These moderation meetings enable teachers to moderate each other's judgements against agreed criteria to ensure parity.

Role of Subject Leader

The History Subject Leader is responsible for co-ordinating History through the school. This includes:

- devising an Action Plan at the beginning of each academic year based on the needs of the pupils, staff and whole school. To action, monitor and evaluate the progress of this throughout the year including writing an impact report at the end of the academic year.
- Ensuring continuity and progression from year group to year group



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- Providing all members of staff with guidelines and planning frameworks to show how aims are to be achieved and how the variety of all aspects of History are to be taught
- Advising on in-service training to staff where appropriate. This will be in line with the needs identified in the Development Plan and within the confines of the school budget.
- To provide, where necessary, in-house training.
- Advising and supporting colleagues in the implementation and assessment of History throughout the school
- Assisting with requisition and maintenance of resources required for the teaching of History. Again this will be within the confines of the school budget
- Complete monitoring of children's books (termly). If it is deemed necessary – scrutiny of planning to answer questions raised in book monitoring.
- Carry out staff & pupil voice interviews.
- Classroom Observations and Learning Walks
- Attend Subject Leader Briefings led by the local authority.
- Write yearly reports for governors outlining the current picture of History within school.

Role of Class Teacher

- To ensure progression in the acquisition of History skills in line with this policy, our school History Vision and the National Curriculum for History
- To develop and update skills, knowledge and understanding of History
- To identify CPD needs in History and take advantage of training opportunities, sharing these with the subject leader.
- To keep appropriate on-going records and assessments (in line with assessment policy)
- To plan effectively for History (with year group partners), liaising with subject leader when necessary.
- To inform parents of pupils' progress, achievements and attainment

Website Information

It is the responsibility of the History Subject Leader to keep up to date with the statutory requirements of History and to ensure that all information is provided to the website manager for upload onto the school's website.

Governors

At Fazakerley School we have an identified governor for History who is invited to meet with the History Subject Leader each term. This governor reports these discussions back to the curriculum committee.

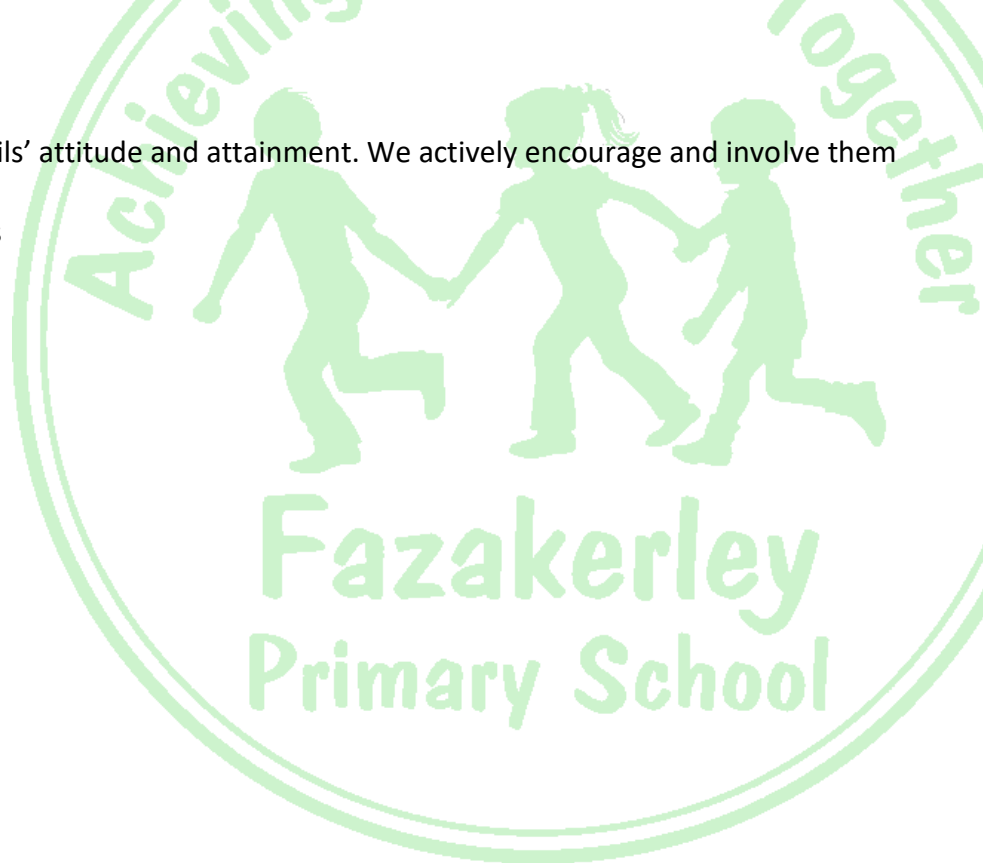
Parents



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Parents are important influences on pupils' attitude and attainment. We actively encourage and involve them in school life through:

- Homework – home learning tasks
- Parent Workshop mornings
- Stay & Play sessions
- Information-giving sessions
- Newsletters
- Parents' Evenings
- Annual written reports



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