



Grange View C.E. First School
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We aim to SPARKLE!

Our Christian Vision is that- Everyone sparkles.

Grange view welcomes everyone to flourish and thrive. We are lifelong learners that strive to achieve our God given potential.

So don't hide your light! Let it shine brightly before others.

Matthew 5:16 The Passion Translation of the bible

Our Ethos

The children are living a Christian life where they aim to sparkle, thinking about our core Christian Values; Love, Friendship, Trust, Forgiveness, Respect and Wisdom

Our Aims

- To provide a stimulating and secure environment, inclusive of children from all faiths and cultures.
- To provide an engaging, meaningful and relevant curriculum that equips all learners with the necessary skills for their educational journey.
- To value all individuals and support them to reach full potential and create an atmosphere of equal opportunity where expectations are high.
- To grow caring citizens who value the world we live in and celebrate moments of awe and wonder.
- To offer opportunities for collective reflections and inspire spiritual development that shape daily lives.
- To help the children to form values which will allow them to make moral choices throughout their lives, not just during their school years.
- To work in partnership between home, school, church and the wider community.



Grange View C.E First School

History Curriculum Policy

April 2020

The National Curriculum states 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. Teaching should equip pupils to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgment. History helps pupils to understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time."

At Grange View, we understand that our past is what has made us who we are today it has given us an identity that can be compared to other areas in the world. With this in mind our history curriculum is an opportunity for us to learn about our past and that of the wider world. We will give our children a chronological understanding of history and its fluidity over time as being a continually moving and changing process affecting all aspects of life.

As well as conveying content knowledge of historical events, people and changes over time children will learn to become critical thinkers developing skills in interpreting and interrogating sources of evidence, asking and answering relevant questions using key vocabulary and constructing responses to represent their conclusions. These skills are transferable across the curriculum and will support the children in other areas of their learning.

Aims:

In line with the aims of the National Curriculum for History, at Grange View, we aim to ensure that we:

- Enable children to develop knowledge of the history of Britain as a coherent, chronological narrative. How people have shaped our nation and how Britain has influenced and been influenced by the wider world.
- Enable children to understand significant aspects of the history of the wider world through civilisations, empires and achievements.
- Allow children to gain and develop a secure understanding of historical terminology using common words and phrases relating to the passing of time as well as more abstract terms such as 'empire' and 'civilisation'.
- Promote children's curiosity in the subject through asking and answering their own questions. Investigating evidence by understanding how evidence is used rigorously to make historical claims and that contrasting arguments and interpretations are needed to construct the past.
- Provide our children with opportunities to demonstrate their understanding of the key historical concepts such as continuity and change, cause and consequence, similarities/differences, and significance using a variety of teaching methods through well planned and engaging activities.
- Support our children to develop their own sense of historical perspective allowing them to make connections between local, regional, national and international history as well as between cultural, economic, military, political, religious and social history in both short and long term timescales.

Planning:

At Grange View, we believe that children learn best when learning activities are well planned, stimulating and challenging, ensuring progress in the long, medium and short term.

Planning is undertaken on three levels:

- Long term planning:
Long term planning has been designed as a staff to ensure the National Curriculum is covered both in knowledge and skills throughout each year and that effective repetition and revisit of core skills and terminology is established. Teachers are encouraged to use professional discretion when deciding how long is needed to be spent on particular objectives whilst ensuring all objectives are covered by the end of the academic year. Long-term plans are used to inform medium term planning.
- Medium term planning:
Medium term planning is carried out every half-term. Teachers work in key-stage teams to identify and select objectives, using the Long Term Plan as guidance. In key-stage teams, teachers are responsible for generating medium-term planning overviews using the schools pro forma and ensuring that these are made available on the school website.

- Short term planning:

Short term planning is carried out on a weekly basis. Individual teachers are responsible for the planning of thoughtful, stimulating weekly lessons for their class. The school does not have a set pro forma for short-term planning, but it is expected that staff will detail the intended learning for each lesson, the teaching activities to be used and the learning outcomes.

- Planning across the curriculum

At Grange View, we believe that the history curriculum benefits from being applied in a cross curricular approach. It is important that our children are aware of the impact of the past on how we live today as well as how people's lives were influenced and changed in different ways. By approaching the planning process in a cross-curricular manner, teachers are routinely identifying opportunities for our children to realise this potential and develop their skills in art, geography, science as well as maths and English.

Teaching and Learning Strategies:

At Grange View, we use a variety of age-appropriate teaching strategies to cater for the varied learning styles of our children.

In the Early Years, we recognise that creativity and play contribute significantly to children's thinking and understanding. Children are made aware of their history and that of the world through stories, visual media and songs.

In Key Stage 1 and 2, our aim is to teach history through practical means of handling objects and artefacts, using visual media and using drama and role play to help children empathise and understand the actions of others. Where possible we make visits or invite visitors into school to help us understand and learn firsthand what life was like in the past. Pupils are given time to interrogate and interpret evidence from a variety of sources and supported to think critically about that evidence. Depending on the objectives being covered, history may be taught as a standalone lesson or alongside other curriculum areas, and may involve whole-class, collaborative or individual activities.

The principles and features that characterise our mastery approach with relation to History are:

- The large majority of pupils progress through the curriculum content at the same pace. Differentiation is achieved by emphasising deeper knowledge and use of terminology or through individual support and intervention. The questioning and scaffolding that individual pupils receive in class as they work through problems will differ and pupils who grasp concepts rapidly are challenged through more questioning and identification of connections which deepen their knowledge further.
- A language rich environment is central to the teaching and learning process. Precise historical terminology is modelled in context by staff and then children are encouraged to use this when giving their reasons and explanations, whether this is to the teacher, with their talk partner or to the class as a whole.

- Practice, addressing misconceptions and consolidation play a central role to learning. Carefully designed variation within this builds a deep understanding of underlying concepts and the ability to apply them.
- Teachers use precise questioning in class to test and promote understanding.

At Grange View, we believe that the use of the outdoor environment is important in supporting teaching and learning. To this end, we use many of the outdoor spaces to recreate and demonstrate historical understanding of the different concepts.

Assessment:

Assessment is regarded as an integral part of the teaching and learning process at Grange View. History is assessed with the aid of specific skills and knowledge assessment sheets created by the subject leader for each year group and terms focus.

Assessment is primarily formative due to the nature of activities and the recording of children's work in a floor book, however there will be opportunities for writing as a historiographer which will offer a more summative approach to the assessment. The teacher will also record the learning in more detail for three pupils ranging in attainment within the class who will have their knowledge and skills monitored and recorded as a representative sample of the class.

At Grange View, the key sources of assessment in History are:

- Digital portfolios in Early Years (School360)
- EYFS profile sheet (Understanding the World)
- Informal annotations on planning
- Discussions with and observations of individual or groups of children
- Photographs or videos showing children's work process or outcomes
- Peer- and self-assessments
- Work stored in the class floor book
- Full Term Assessment progress sheets

Marking:

A large proportion of feedback provided to children in History is verbal, as part of the ongoing process of historical knowledge and understanding and the process of enquiry. This discussion, feedback and questioning is vital so that children are able to review their work continuously, making changes and improvements as necessary.

In addition to verbal feedback, there will be opportunities to produce writing as a historiographer in English books allowing for marking vocabulary used and techniques learned as a critical thinker.

Children are also encouraged to actively participate in the marking process through self- and peer-assessment.

Continuing Professional Development:

All staff are encouraged to develop, assess and improve their teaching of History. Where a member of staff feels a need for particular INSET, discussions should take place with their line manager as part of their Performance Management.

At Grange View, we encourage staff to attend school-based INSET as well as external training courses advertised through both the online E-Courier and Northumberland ICT Team Newsletter. We also involve staff with policy and decision making, as well as provide opportunities for in-school coaching where staff can both work with and observe other colleagues.

Monitoring and Evaluation:

It is the responsibility of the History subject leader to produce an annual action plan in order to effectively plan, monitor and evaluate the development of the subject across the school.

Within the classroom, monitoring of the standards of children's work and the quality of teaching in History is the responsibility of both the History subject leader and the senior leadership team. It involves lesson observations, work scrutiny, learning walks, pupil interviews and planning reviews.