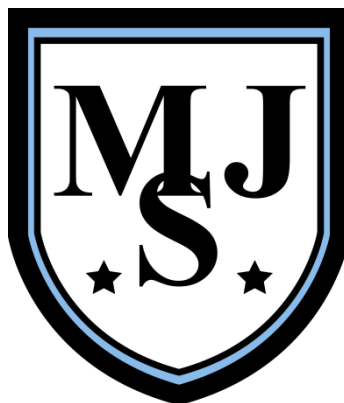


# Meadowhead Junior School

## History Policy



**Updated:** July 2023

**Next Review Date:** July 2024

**Approved By:** \_\_\_\_\_

**Full Governor Ratification Meeting Date** \_\_\_\_\_

**Chair of Governors to Approve:** \_\_\_\_\_

**Subject Leader:** Mrs Hannah Livesey  
**Governor Subject Leader:**

# Meadowhead Junior School

## Our Mission Statement High Aspirations, Bright Futures

### Intent

#### 1. Statement of Intent

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 judgement. 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.

*Adapted from the 2014 DfE History Programme of Study*

At Meadowhead Juniors, we believe that children should leave our school with a passion for history. Our curriculum inspires pupils to be curious about Britain's past and that of the wider world. We want children to enjoy and love learning about history by gaining the relevant knowledge and skills, not just through experiences in the classroom, but also with the use of fieldwork and educational visits.

#### 2. Legal Framework

Our curriculum will ensure a progression of skills and knowledge throughout each Key Stage focused on the National Curriculum based on the needs of our pupils in our school.

It will follow guidelines set out in: DfE (2013) 'National curriculum in England: geography programmes of study' DfE (2021) Statutory EYFS Framework Children will be taught a range of knowledge of skills throughout their time at Meadowhead Junior.

### Implementation

**The History Coordinator is responsible for:**

- Developing, resourcing and reviewing the school's History Policy.
- Planning, instigating and monitoring teaching programmes.
- Liaising with colleagues, including the SENCO, to differentiate teaching programmes in accordance with the needs of individual pupils.
- Working with other staff to teach the subject content.
- Keeping staff informed of visits and courses.
- Facilitating the assessment of children's work.
- Keeping up-to-date with current affairs and best practice regarding history.

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- Providing guidance as part of their ongoing professional development.
- Celebrating and promoting the history curriculum and the work of pupils' throughout the school.

## **Teaching staff will be responsible for:**

- Contributing to the development of the History Policy and teaching programmes, with the History Coordinator.
  - Developing schemes of work and lesson plans in line with the school's History Policy and the objectives of the history curriculum.
  - Assessing and recording pupils' progress and keeping the History Coordinator apprised of this.
    - Providing feedback to parents and carers on pupils' progress at parents' evenings and other meetings.
    - Keeping apprised on current affairs and best practice on their history curriculum, and applying this to their schemes of work.

## **Support staff are responsible for:**

1. Assisting the class teacher as directed
2. Supporting children with specific needs

## **Governors are responsible for:**

1. Ensuring that children are provided with a curriculum which meets their needs and follows the national curriculum

## **3. Teaching and Learning**

The History Coordinator will be responsible for overseeing the planning, resourcing and monitoring of the school's history programme. The subject matter covered in history reflects the requirements of the new National Curriculum, which came into effect on 1 September 2014. Special focus will be paid to the teaching of the skills inherent in the entire history curriculum taught at Meadowhead Junior.

These skills include:

- Making accurate observations.
- Asking and answering questions.
- Effectively using the appropriate sources for making judgements
- Recognising patterns and identifying relationships.
- Predicting and applying knowledge to differing contexts.
- Critically analysing and interpreting evidence, and drawing conclusions.

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The history programme will be delivered by all staff in a range of teaching and learning situations with respect to the needs of individual pupils.

## 4. The Curriculum

The aims of the history curriculum are to ensure pupils:

- Know and understand the history of the UK, and how it shaped the world, as a coherent, chronological narrative, from the earliest times to the present day.
- Know and understand significant aspects of the history of the wider world, such as ancient civilisations; empires and past non-European societies and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'.
- Understand historical concepts, such as continuity and change, cause and consequence, similarity, difference and significance, and use these to analyse.
- Understand the methods of historical enquiry such as using evidence to support arguments.
- Gain a historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history.

## Key Stage 2

Pupils should be taught about:

- In relation to Britain; the Stone Age to the Iron Age, the Roman Empire, the Anglo Saxons and Scots, the Vikings to the time of Edward the Confessor.
- The earliest civilisations.
- Studies on local history, an aspect of British history beyond 1066, Ancient Greece, a non-European society such as Baghdad c. AD 900 and another ancient civilisation.

## 5. Planning

At Meadowhead Junior we use the national curriculum scheme of work for history as the basis for our curriculum planning and relate this to the local context where possible. Our curriculum planning is in three phases (long-term, medium-term and short-term). The subject leader for history oversees the curriculum coverage and ensures that requirements are met. We plan the topics in history so that they build upon prior learning and skills are re-visited as children progress through school. Children of all abilities have the opportunity to develop their skills and knowledge in each unit and, through planned progression built into the scheme of work, we offer them an increasing challenge as they move through the school.

## 6. Assessment and Recording

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Assessment in history will be undertaken as part of a broader evaluation of pupil progress measured against P Level and National Curriculum assessment criteria. The History Coordinator will ensure that assessment:

- Is embedded as an essential part of teaching and learning.
- Involves sharing learning objectives and success criteria with pupils.
- Ensures children work towards an overarching question as part of the unit, whilst answering questions during each lesson.
- Aims to help pupils to know and recognise the standards they are aiming for.
- Involves pupils in peer and self-assessment.
- Provides subject specific feedback which leads pupils to recognising their next steps and how to take them.
- Involves both teacher and pupils reviewing and reflecting on assessment data. We recognise the fact that in all history classes there are children of a variety of abilities, and we seek to provide suitable learning opportunities for all pupils by matching the challenge of the task to the ability of the child.

## 7. Equal opportunities

- All pupils will have equal access to the entire History curriculum.
- Gender, learning ability, physical ability, ethnicity, linguistic ability and/or cultural circumstances will not impede pupils from accessing all History lessons.
  - Where it is inappropriate for a pupil to participate in a lesson because of reasons related to any of the factors outlined above, the lessons will be adapted to meet the pupil's needs and alternative arrangements involving extra support will be provided where necessary.
- All efforts will be made to ensure that cultural and gender differences will be positively reflected in all lessons and teaching materials used.

**Signed subject leader:**

**Chair of Governors:**

**Headteacher:**

**Date:**