

# **History Policy**

## **A. Intent**

Park Hall Junior Academy aims to bring History to life, as pupils become inquisitive Historians who can ask and answer questions about past lives and societies. They will develop the skills to make links and connections and understand how past events connect to the lives they lead today. We give pupils a strong understanding of historical time, which will aid their general understanding of History, constituting the first pillar for further development in their lives. Pupils will gain knowledge of the changes of time within Britain and the wider world. They will be able to summarise key events in Britain's illustrious history as well as note key historical figures using historical terms. Pupils' historical vocabulary will reflect their growing understanding of Britain's diverse society and rich heritage. Their historical knowledge will build upon their knowledge of their own character and identity by using a range of primary and secondary sources in order to critically review, debate and interpret a range of differing opinions and views. Local historical links to the community will be explored with vigour as children discover the legacy of their local surroundings. By the end of their time at Park Hall Junior Academy, all pupils, with their individual talents and abilities, will have developed a genuine love of History will be able to successfully retell the stories of our past with a coherent understanding of time and with an enthusiasm that illustrates the fulfilment of their full potential.

## **B. Implementation**

Our History curriculum is designed to create a strong chronological understanding within children so they are aware of what happened and in what order. At the beginning of every History topic, short and long-term timescales are explored in order to put previous learning in to context. Children work on five main key skills categories throughout the four years at Park Hall Junior Academy. Each key skill category develops and progresses throughout the four years. There are:

- **Timeline**
- **Vocabulary (Learning Historical terms)**
- **Questioning (Change/cause/comparisons)**
- **Sources (Primary/secondary/artefacts/researching)**
- **Historical Writing**

A range of 12 History topics are explored in depth over the four years. This ensures children have a strong comprehension of British History especially, which they can build upon later in life, using the Historical skills they have learnt to aid them. Our History curriculum has been very successful and this is detailed in the children's remarkable work on a range of diverse History topics, including those children with SEND and EAL. Children gain a more significant historical perspective through other subjects with lessons in the

History of music and the History of art. History is also deeply explored in subjects such as Religious education and English.

### **C. Impact**

History assessments at the end of each topic will be continually tracked by the History coordinator to ensure progress. Planning and books will be monitored every History half term and ongoing CPD will be shared with all colleagues in order to monitor the impact of concepts, topics and key skills. Children will be assessed via success criteria in their books, which gives both children and teachers to reflect and assess their understanding of the topic. Children's voice are important and ongoing conversations with children will help to assess the impact of History in the school and their engagement with it. History topics studied are reviewed annually and planning updated to reflect any necessary changes.

### **D. SEND**

In History lessons, Park Hall Junior Academy are committed to ensuring that all pupils, including those with Special Educational Needs and Disabilities can access and succeed in the full curriculum.

#### **Ambition**

We have high expectations for every pupil. Our curriculum is ambitious and carefully sequenced so that pupils with SEND learn the same core knowledge, concepts and vocabulary as their peers. We do not reduce the breadth of the curriculum; instead, we provide the right support to help pupils achieve. Challenges are available for all children to access.

#### **Inclusion**

History lessons are planned to be inclusive and supportive. All pupils are encouraged to contribute, ask questions and share their ideas. We recognise that pupils learn in different ways and ensure that teaching approaches reflect this. We work alongside Birmingham Museum to provide a tactical and physical experience where children can touch and investigate real artefacts with the 'Museum in a box experience.' History visitors have been able to bring History to life in different and creative ways. Children are encouraged to present History work in a variety of ways that reflect their understanding of History alone.

#### **Adaptive Teaching**

Teachers adapt their teaching to meet the needs of learners within the classroom. This may include:

- Pre-teaching and revisiting key vocabulary
- Breaking learning into smaller, manageable steps
- Use of visual aids, History timelines both in their books and in every section of the school, word banks and knowledge organisers are provided for every topic. Simplified versions are available as a temporary scaffold or to investigate a honed in focus.

- Modelling of historical writing and thinking processes
- Structured scaffolds to support extended responses
- Targeted questioning and regular checks for understanding
- Flexible grouping where appropriate

Adaptations are designed to support access to the same learning objectives, while building independence over time.

### **Reasonable Adjustments**

Where needed, reasonable adjustments are made in line with individual support plans. These may include:

- Additional time to process information or complete tasks
- Alternative methods of recording (e.g. oral responses, use of technology, writing frames, History videos)
- Modified presentation of resources
- Focused adult support where appropriate
- Environmental adjustments to support concentration and engagement

These adjustments ensure pupils can demonstrate their understanding without lowering expectations.

### **In Practice**

For pupils with SEND, this means access to high-quality history teaching, clear explanations, structured support and regular opportunities to revisit prior learning. Progress is monitored closely and teaching is adapted where necessary to ensure all pupils develop secure historical knowledge and understanding.

## **E. Key Skills**

Throughout their journey in KS2, children will learn a range of key historical skills in History lessons, which will facilitate the learning of History topics. They are split in to the five categories of:

1. Timeline (Chronology)
2. Vocabulary (Learning Historical terms)
3. Questioning (Change/cause/comparisons)
4. Sources (Primary/secondary/artefacts/researching)
5. Historical Writing (writing using historical references)

This progressive journey is detailed further in the document 'History Key Skills'.

## **F. Guidelines**

### **Teaching and learning style**

- Enable children to think as historians.
- Examine historical artefacts and primary sources.
- Give children 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 should always ask searching questions, such as 'how do we know?', about information they are given.

At Park Hall, we recognise the fact that in all classes, there are children of widely different abilities in History and we seek to provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this by:

- setting common tasks which are open-ended and can have a variety of responses;
- Setting tasks of increasing difficulty (Further Challenges, etc.);
- grouping children by ability in the room and setting different tasks for each ability group;
- providing resources of different complexity depending on the ability of the child;
- Using classroom assistants to support children individually or in groups.

### **G. History curriculum planning**

History lessons are taught discretely and cross-curricular links are made where appropriate. Year groups follow a program of topics across the year that ensures a balanced coverage of National Curriculum subjects.

We ensure that there are opportunities for children of all abilities to develop their skills and knowledge in each unit and we build planned progression so that the children are increasingly challenged as they move up through the school. It is our aim to provide a diverse curriculum that links to local history.

### **H. Assessment and recording**

We assess children's work in History by using success criteria as we observe them during each History lesson. Children also use the success criteria to observe their progression as the topic is taught. On completion of a piece of work, the teacher marks the work and comments as necessary. At the start and end of a topic, pupils take a short assessment which assesses their understanding of the basic elements of the topic and historical key skills.

Overall attainment grades are recorded annually to inform the next class teacher.

Higher achieving pupils are identified using GDS (working at greater depth within the expected standard) tracking sheets. GDS tracking sheets include a

minimum amount of skills pupils must meet before being identified as GDS at the end of a school year. Pupils can be identified as working at a higher ability throughout the year by the teacher and thus planning and resources are adjusted as necessary by that teacher. The Subject Leader will carry out an ongoing whole school assessment of achievement in History with regards to data, planning, resources and assessment as a whole.

### **I. Resources**

There are sufficient resources for all History teaching units in the school. Each year groups have a bank of resources for the topics they are covering. The library contains a good supply of topic books and software to support children's individual research. Resources will be reviewed and updated as part of an ongoing process. Short and Medium-Term planning is provided for teachers. Artefacts and replicas are owned and artefacts are loaned from Birmingham Museum. History visitors share new and exciting resources that the children may have not otherwise seen.

### **J. Monitoring and review**

Monitoring of the standards of children's work and of the quality of teaching in History is the responsibility of the History subject leader. The work of the History subject leader also involves supporting colleagues in the teaching of History, being informed about current developments in the subject, and providing a strategic lead and direction for the subject in the school. The History subject leader gives the head teacher an annual report in which they evaluate the strengths and weaknesses in the subject and indicates areas for further improvement. The History subject leader has specially-allocated time in which to fulfil this role by reviewing samples of children's work and visiting classes to observe teaching in the subject.

### **K. Legislation**

All children will have equal access to all aspects of the curriculum and school life. We will monitor our practices to achieve this and ensure we pay due regard to the equality act 2010.