

History Policy

Vision

History teaching at Leybourne Chase has three main goals, each of equal importance.

Our First goal is that children are furnished with the necessary skills to be effective History learners. They must be empowered and educated in how to both ask incisive questions of, and be critical of, sources of information. Questions such as cause, effect, difference, similarity and significance will be priorities. They must learn to prioritise historical information in terms of both its value and veracity. They will be taught to be ever mindful of the role of bias and omission in historical sources.

The second goal is that children be exposed to a body of historical information which they will learn and remember; on which they will apply the skills referred to in the first goal of our teaching intent; which is stipulated by the national curriculum; and which will contribute to the aims in goal three. This content will be delivered with a strongly investigative character

The third goal of our History teaching is that children have fostered within them a life-long love of the subject. A love of history and an understanding of one's own place in the history of one's own nation, culture and indeed species can be a source of well-being, fascination and enjoyment for the entirety of a life – it gives a sense of belonging and being rooted. Of equal value to knowing where our lives fit into History is knowing where History can fit into and contribute to our lives. The electronic age in which we live creates a stream of increasingly fleeting and transient trends and fads. Somebody born into this world can feel adrift in a sea of information, misinformation and uncertainty. A knowledge and understanding of the permanent and timeless stories which bind us together can be a lighthouse in the broiling ocean of gigabytes, mercurial social media followers and twitter streams.

Intent	Implementation	Impact
<p>Goal 1 – see vision statement above</p>	<ul style="list-style-type: none"> • Investigation: Our lessons do not have stated learning intention but Key Questions. This give our lessons a more investigative feel and presenting tasks in terms of questions rather than instructions gives a more child led character to the lessons and encourages the deep thinking and dialogue referred to elsewhere in this document. • Language: The promotion of a language-rich History curriculum is essential to the successful acquisition of knowledge and understanding in history. The promotion and use of an accurate and rich historical vocabulary throughout school is planned in history. • Vocabulary organisers: Children have access to key vocabulary which is specific to a certain topic and also general historical vocabulary which will be used across all aspects of history. These vocabulary lists will be accessible in children’s History books. • Research: On occasions, children will be asked to research historical aspects of their learning independently. This allows the children to have ownership over their curriculum and lead their own learning in history. • Deep thought: Many lessons will require children to work in groups to prioritise and categorise sources and other bits of information. Activities such as diamond 4s and 9s and questions which begin, “What would have happened instead if...” encourage dialogue, debate, reasoning and logic. These activities that often have no defined correct answer allow children to conduct thought experiments and engage in deep thinking. All of these skills are essential for professional historians. 	<ul style="list-style-type: none"> • Children will, in lessons, demonstrate and use a fluency in historical language. This will be evident in lessons but also in History books. • Children will demonstrate an increasing ability in critical and analytical thinking. This will be exhibited not only I History lessons but across the curriculum in subjects where logic and reasoning are used. • Children will demonstrate and increased comfort with open ended tasks whose conclusion is not an answer but an idea to be tested.

<p>Goal 2 – see vision statement above</p>	<ul style="list-style-type: none">• A clear progression of skills and knowledge is in place from EYFS through to the end of KS2, where teachers will build on prior understanding as they develop these skills throughout the pupils’ time at the school ensuring that they are secondary ready by the time they leave Year 6.• Chronology: Our history curriculum is rooted in chronology. The school has on display, where it will be seen daily, a detailed high-quality timeline. The beginning and end of every topic will involve a visit to the timeline to see where the topic fits into our nation’s and world’s story. Each class room will, for the duration of the unit, have a unit specific timeline on display detailing the main events occurring during that period, particularly those referred to in the unit of study. Further, in KS2, nearly all topics are taught in chronological order. There are occasions where our units of knowledge deviate from chronology in the order that they are taught. These decisions have been consciously made. Some areas of study such as Ancient Greece would not be done justice if they didn’t cover some fairly lofty concepts such as the role of the Polis, Oligarchy, tyranny and democracy. In keeping with Chronology, this ought to be taught in year three, but the complexity and detail of the topic does warrant teaching to a higher year group and so it is taught out of chronology. Where this happens, specific effort is made to explain the place of the topic in the grand over-arching story of the world.	<ul style="list-style-type: none">• Children will know more, remember more and understand more about history. These will be assessed at the end of the term following the end of the topic. This will be at least 6 weeks after the topic is taught. It will assess the extent to which knowledge has been committed to long term memory.• All children will achieve age related expectations in History as stipulated by the Key Stages in the national curriculum
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<p>Goal 3 – see vision statement above</p>	<ul style="list-style-type: none"> • Termly School Themes: Where appropriate, a history topics will be woven into the school wide termly themes. For example, reference to <i>Tolerance and Social Justice</i> or <i>Identity and Diversity</i> when studying the role of Ancient Greek women in year 6. However, this will only be done when appropriate; we shall not force the children to study the Sutton Hoo excavation through the lens of <i>Interdependence and Globalisation</i>. • Basic skills: English, Maths and Computing skills are taught during discrete lessons but are revisited in history so children can apply and embed the skills they have learnt in a purposeful context. • Enhancement: We plan visits, visitors and educational trips to provide first-hand experiences for the children to support and develop their learning. We recognise that to have impact, the planned cultural capital must be clearly linked to the statutory historical knowledge to be acquired and provide the opportunity for children to better understand the knowledge or apply what they already know. 	<ul style="list-style-type: none"> • As historians, children will learn lessons from history to influence the decisions they make in their lives in the future. • Children will remember fondly their History lessons and engage family and friends outside of school in conversations about things they have learned in lessons.
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SEND

Each lesson plan in each unit of work is assessed for potential obstacles for the learning of pupils with any of the four main areas of SEND (Social, emotional and mental health; cognition and learning; communication and interaction; physical and sensory) These identified obstacles are recorded in the SEND document attached to each scheme of work which will, for each obstacle include suggested adaptations.

Pedagogy

In History, like all other subjects, we recognise the importance of the methods and practice of teaching (the pedagogy) we choose to use in enabling pupils to know more, understand more and remember more. In History, the following approaches will be used, in order to ensure that the History learning opportunities are as effective as possible and that pupils progress throughout the year and across year groups during their history experiences in school:

Teaching Sequence in History	Big picture: Placing of the History being studied in the chronological context of previous learning, using a class timeline	Possible pedagogical approaches used in History	Behaviourism	Direct teacher instruction; modelling of skills and techniques; demonstration.
	Revision: Each lesson will begin with a swift review of learning from preceding lessons.		Constructivism	Inquiry-based learning.
	Specify key vocabulary to be used and its meaning is shared. Vocabulary lists in books updated		Social Constructivism	Teacher modelling; questioning; mix of individual, paired and group instruction learning.
	Conduct Historical enquiry using a variety of sources and/or artefacts		Liberationism	Pupil-led learning; opportunities to showcase learning; critical audience
	Interpret their findings		Learning, Working and talking like an historian	Being introduced to the key vocabulary that an historian would use; defining the key vocabulary that an historian would use; high expectations in pupil's talking like an historian; high expectation of pupils researching, interpreting and presenting like an historian
	Communicate their historical knowledge and understanding appropriately			
	Evaluate their learning and compare with other historical periods studied as appropriate.			