



**The Park Federation Academy Trust
Lake Farm Park Academy**

History Policy

Approval

Signed by Principal	Harshindar Buttar
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Section 1: Introduction

We aim to provide pupils with a high-quality history education that will help them gain a coherent knowledge and understanding of Britain's past and that of the wider world. We aim to inspire pupils' curiosity to know more about the past. We will teach the pupils a sense of chronology, and through this they will develop a sense of identity and will learn to value their own and other people's cultures in modern multicultural Britain. By considering how people lived in the past, they are better able to make their own life choices today.

Section 2: Curriculum Statement

At Lake Farm Park Academy we promise all our pupils a curriculum which encompasses our four values of:

- Respect
- Aim high
- Telling the truth
- Role model

At the heart of our curriculum we ensure that respect is key; respect for ourselves, community, environment and the wider world. Our pupils are global citizens who are prepared with the key skills to enter an ever changing society. In a multicultural community our pupils respect the rights of all stakeholders and we celebrate our diversities. We embed the confidence to learn from our mistakes and challenge one another and ourselves. Our curriculum is engaging, ambitious, sequential and promotes a high level of vocabulary through a range of subjects building on our social, moral and cultural responsibilities as learners. We aspire to give pupils the tools to have a voice, reflect and be honest. The skills they learn at Lake Farm Park Academy provides them with the cultural capital to succeed in life and be ready for the next stage in their learning.

2. a: Intent

At Lake Farm Park Academy (LFPA) we shape our history curriculum to ensure it is fully inclusive and engaging for all our pupils. Our history curriculum encourages a development of historical skills, curiosity and a fascination about how significant aspects of British history have influenced and been influenced by the wider world. In this, pupils will develop a well-rounded knowledge of the past and its events through a sequence of structured lessons, with intention to improve every child's knowledge and skills by building an awareness of their place in the world, and how it may change over time and space.

We encourage pupils to develop different perspectives by enquiring into historical themed questions to form their own opinions and interpretation of the past, enabling them to become increasingly critical and analytical thinkers. History at LFPA aims to be motivating through enriched engaging activities to build our pupils' cultural capital, including trips and workshops that give all pupils an opportunity to question the past and develop links to present day.

2. b: Implementation

In ensuring high standards of teaching and learning in history, we implement a curriculum that is progressive throughout the whole school. History is taught as part of a half-termly or termly topic, focusing on knowledge and skills stated in the National Curriculum. At Lake Farm, we ensure that history has the same importance given to it as the core subjects, as we feel this is important in enabling all pupils to gain 'real-life' experiences.

The teaching and learning of the History curriculum involves:

- The progression of skills is set out in order to build and develop the following:
 - Enquiry
 - Change and Continuity
 - Cause
 - Similarity and Difference
 - Significance
 - Sources
 - Chronology
 - Making Connections
 - Questioning (asking and answering)
- SMSC is threaded through the History curriculum to link history to their lives and explore their heritage and cultural capital.
- Tier 2 and 3 vocabulary is taught within the unit and reinforced throughout the year.
- A knowledge organiser which outlines knowledge (including vocabulary) all pupils must master
- Challenge questions for pupils to apply their learning in a philosophical/open manner.
- A quiz to test pupil's retention of knowledge and increase space in the working memory.
- Trips and visiting experts who will enhance the learning experience;

2.c: Planning

Planning for History is a process in which all teachers are involved to ensure that the school gives full coverage of, 'The National Curriculum programmes of study for History 2014' and, 'Understanding of the World' in the Early Years Foundation Stage. Our History planning is topic based as part of our cross curricular approach. The class teacher is responsible for planning History lessons. This needs to be done using the History planning format.

History topics are planned to build upon prior learning. We ensure that there are opportunities for pupils of all abilities to develop their skills and knowledge in each unit and we also build progression into the History scheme of work, so that the pupils are increasingly challenged as they progress through the school.

Each lesson has a question based Learning Intention (LI) and reference is made to the skill being covered in the lesson. The skills are taken from The Park Federation History Skills Ladder. The skills are also displayed to pupils in a poster for the classroom, this is the 'Handy Historian Checklist'. Through this checklist, pupils are aware of the skill being covered in their lesson.

Before starting a unit, pupils complete a 'What I know' page where they list all prior knowledge about the topic, after this they complete a 'What I would like to know' sections where they write 3-5 questions they would like to find the answers to during the topic. Once the unit has been taught children complete a quiz consisting of ten questions, this is used to support teacher assessment. The final page is 'What I have learnt', in this children are free to present their learning of the unit. This is completed independently and children have a range of ways they can do this, some ways include a PowerPoint presentation, a poster presentation, a quiz for the class, a non-chronological report etc.

2. d. Impact

The impact and measure of this is to ensure that pupils at Lake Farm are equipped with historical skills and knowledge that will enable them to be secondary ready and for life as an adult in the wider world.

We want our pupils to have thoroughly enjoyed learning about history, therefore encouraging them to undertake new life experiences now and in the future.

LFPA uses a variety of teaching and learning styles in History lessons. Our principal aim is to develop the pupils' knowledge, skills and understanding in History and we use a variety of teaching and learning styles in our history lessons. We believe in whole-class teaching methods and combine these with enquiry-based research activities.

We believe pupils learn best when:

- Pupils have access to, and are able to handle artefacts
- Pupils go on visits to museums and places of interest
- Pupils have access to secondary sources such as books and photographs
- Visitors talk about personal experiences of the past
- Pupils listen to and interact with stories from the past
- Pupils undertake fieldwork by interviewing family and older friends about changes in their own and other people's lives
- Pupils use drama and dance to act out historical events
- Pupils are shown, or use independently, resources from the internet and videos
- Pupils are able to use non-fiction books for research
- Pupils are provided with opportunities to work independently or collaboratively, to ask as well as answer historical questions.

We recognise the fact that we have pupils of differing ability in all our classes, and so we provide suitable learning opportunities for all pupils by matching the challenge of the task

to the ability of the child. We achieve this through a range of strategies which are differentiated by task, expected outcome and/or support from peers or adults.

Section 3: History Non negotiables

1. **Work will be recorded during or at the end of the lesson.** E.g. photos, post-it notes, peer-assessments, videos, posters, diary entries, non-chronological reports, writing up their drama activities, etc.
2. **Differentiation** must be evident in every lesson to help pupils access learning as independently as possible via layered tasks, outcomes, resources, questioning, pupil groupings, support and responses, including challenge.
3. **If applicable, all adults including LSAs, must be utilised in the lesson** to support all pupils to understand concepts, vocabulary and work safely and scientifically.
4. **Questioning is effective and challenging** and high quality responses (full sentences) are expected and modelled. It must consolidate, steer, support, challenge, deepen and extend learning for all pupils.
5. All adults and pupils work with an ethos of celebration, reflection and improvement to **correct misconceptions effectively and efficiently.**
6. **Teachers must employ a range of effective strategies and practical activities that promote engagement and participation** with a range of scientific skills being developed.
7. **Subject knowledge must be exemplary, continuously developed and evaluated** over time to create an inspiring and engaging curriculum that promotes learning and curiosity, both within the classroom and beyond.
8. **Opportunities must be provided for pupil discussion as a valuable tool for learning** including **language development skills.** Talk must be meaningful and highly focused on improved achievement.
9. **Planning should exhibit the high expectations of the teacher (including mastery and depth) and show consistency across the year group** as well as provide sufficient challenge and engagement to support rapid progress in all areas of the curriculum.
10. **Resources must facilitate high levels of learning** and be fit for purpose. They should model exemplary practice across the curriculum, including spelling and grammar. Text for displays and on Smartboards should be appropriately sized.

Section 4: Cross Curricular Links

At Lake Farm Park Academy we use History to promote learning across many areas of the National Curriculum, including: -

English

History contributes significantly to the teaching of English at LFPA by actively promoting the skills of thinking, reading, writing, speaking and listening. The pupils develop oral skills in History lessons through discussions and through drama and performance lessons. They develop their writing skills through persuasive and discussion writing, diary entries, non-chronological reports and completing research projects. They also have the opportunity to present their learning through a range of ways including reports or presentations.

Mathematics

History contributes to the teaching of mathematics in a number of ways. Pupils build upon and strengthen their knowledge and understanding of chronology, through studying the events of different time periods and making connections between their learning. The pupils engage in purposeful and engaging activities related to problem-solving and working on investigations, they learn to predict and solve. They develop the skills of accurate observations and recording of events.

Computing

Pupils use computing in History lessons to further support and enhance their learning and to build knowledge of secondary resources. Pupils use their computing skills to research information, images and videos about their topic. Computing is used to support their work in History by learning how to find, select, and analyse information on the internet. Pupils use computers to complete their projects and to complete their presentations about what they have learnt during a topic.

Geography

At LFPA, the link between History and Geography is very strong. Both History and Geography have people and humanity at their core, they are about understanding the decisions people make now and have made in the past, within the circumstances that they lived and where they have lived. The central part of the humanities subjects is values. Values are also the central at LFPA as we believe that are the best starting point, both Geography and History encompass the context and wonderful practical stimulation for enquiries where values can be explored, investigated and researched.

Personal, Social and Health Education (PSHE)

History makes a significant contribution to the teaching of personal, social and health education. Through the exploration of changes between time and gaining insight into how the lives of children have changed over time through children develop knowledge and understanding of events, people and changes in the past. KS1 identify differences between ways of life at different times, and KS2 study the characteristic features of the periods and societies, including the ideas, beliefs, attitudes and experiences of men, women and children in the past. There are also strong PSHE links about the social, cultural, religious and ethnic diversity of the societies studied in Britain and the wider world.

Spiritual, Moral, Social and Cultural Development

Spiritual education in History involves the mystery of how and why events in the past happened and their many causes, and helping pupils to a realisation that events did not have to happen that way, they could have taken other directions. This is an integral part of almost all History lessons at LFPA focusing on cause and consequence. It also involves realising the incredible significance that some individuals have had in the past, the distortions that can take place through time and the multitude of different interpretations that can be made about one single event. History allows pupils to see the similarities between people now and in the past and sometimes through sources and artefacts we feel that we can almost reach and touch them. Artefacts and trips can bring us closer to people through touching what they felt, feeling their shoes, clothes etc.

Moral education in History involves pupils being encouraged to comment on moral questions and dilemmas. History is a story of right and wrong and pupils develop the ability to empathise with the decisions which ordinary people made at the time, based on their historical situation.

Social education in History encourages pupils to think about what past societies have contributed to our culture today. Pupil's own social development is encouraged through working together and problem solving. History also has a role to play in helping people to express themselves clearly and communicate better.

Cultural education involves pupils developing a better understanding of our multicultural society through studying links between local, British, European and world history.

Section 5: Inclusion in History

All pupils whatever their religion or cultural background will be expected to study History. It is recognised that history has an important place in the cross-curricular dimensions of multicultural education and equal opportunities. History forms part of the school curriculum policy to provide a broad and balanced education for all pupils. Through our History teaching, we provide learning opportunities that enable all pupils to make progress. We do this by setting suitable learning challenges and responding to each child's different needs. Assessment against the National Curriculum allows us to consider each child's attainment and progress against expected levels. Our work in History takes into account the targets set in pupil's Education Health and Care Plan (EHCP).

At Lake Farm Park:

Teachers provide for individual pupils in many different ways but the methods used may include the following:

- Using a range of different teaching and learning styles as different pupils respond to different approaches which include; kinaesthetic, creative, visual, auditory.
- Simplifying or extending tasks to meet the needs of individual pupils.
- Differentiation by task
- Differentiation by outcome
- Careful selection of resources/materials/artefacts available.
- More open task/creative learning.
- Creative homework projects giving pupils the opportunities to extend their own learning and approach it in a style to suit their needs.

Section 6: Equality Statement

We value each person as a unique individual. We strive to meet the needs of all our pupils, adults and all members of the school community. All pupils should have access to a broad, balanced curriculum and make progress at their own pace. Specific pupils with special needs ranging from Special Educational Needs (SEN), Gifted and Talented (G&T) and English as an Additional Language (EAL) have differentiated work that takes account of the targets set for pupils in their EHCP's.

Pupils, irrespective of ability, race or gender, are given full access to the History curriculum. In order to provide work that is appropriate to the learning experiences of individual pupils, it is necessary for the teacher to be aware of the EHCP's that apply to pupils being taught in the class. For pupils with SEN, tasks are differentiated accordingly so that all pupils are included. There are occasions when the resources may be different from those of the class but these will be in keeping with the pupil's EHCP. More able and talented pupils will be identified and their work differentiated accordingly.

Teachers take account of the three principles of inclusion, set out in the National Curriculum, which relate to:

- Setting suitable learning challenges
- Responding to the diverse learning needs of pupils
- Over coming potential barriers to learning and assessment for individuals and groups of pupils.

The above principles are considered in medium and short term planning. Teaching assistants may support individuals or groups of pupils within the lessons.

Section 7: Assessment and Marking

Assessment for learning is continuous throughout the planning, teaching and learning cycle. Class teachers will gather evidence of progress as part of day to day learning, assessment tasks and assessing progress at key points of learning. Teachers will assess pupil's work in History by making informal judgments during lessons and marking after completion of work. Assessment will be used to plan for future learning.

At Lake Farm Park:

- Assessment must be used continuously throughout each lesson
- Where applicable, the starter and plenary activity provide an opportunity for the teacher to assess current and future learning and understanding
- Where applicable, refer to previous learning (considering learning from previous year groups as well) to build on
- Plenaries and mini-plenaries should clarify and assess learning and explain how this can be used to move learning forward
- Hot marking/verbal feedback should be used to support, challenge and guide pupils to improve their learning
- Peer assessment activities using success criteria sheets/checklists enable pupils to positively identify their strengths and areas for development
- Questioning is effective and challenging and high quality responses (full sentences) are expected and modelled.
- Aim to follow up questions with further questions to promote deeper thinking
- Assessment quiz at the end of the unit
- Children complete 'What I have learnt' page at the end of the unit
- Teachers use History Assessment Framework to assess children against History skills and knowledge

Section 8: Resources

We have a wide range of topic books, and interactive boards to access the internet as a class. Visits are planned to enhance learning and give hands on activity. People with an interest, or expertise, in a particular topic or area of history could be invited into school to work with the pupils. These might be parents, grandparents, other family members, neighbours or representatives of the local community. Resources are kept in the Topic cupboard. All resources taken from the cupboard must be returned.

A purchase order must be raised, signed by the History Lead and the Principal before any purchases are made. Failure to do so could result in a refusal for reimbursements.

Section 9: History Overview

The Foundation Stage

At LFPA we teach History in the Foundation stage as an integral part of the topic work covered during the year. It comes under Understanding the World in the EYFS. Pupils must be supported in developing the knowledge, skills and understanding that help them to make sense of the world. Their learning must be supported through offering opportunities for them to learn about who they are and how they come to understand their world and what has gone before them in a meaningful context arguably requires an even more thoughtful approach to teaching and learning that skilfully weaves ideas of the past through narrative, character and event and carefully chosen and relevant themes.

	Nursery	Reception
Autumn 1	What colours can I see in my environment? Which colours make up the rainbow?	Who am I?
Autumn 2	What are the different types of weather?	Why do we have festivals and celebrations?
Spring 1	What are the differences between day and night?	What is out of this world?
Spring 2	How do Traditional tales start?	How do things change?
Summer 1	Who are the people in our community that help us?	Where can you find me?
Summer 2	What do all animals need?	How do we move on?

Key Stage 1 and 2

At LFPA, we have half termly or termly units based on History or Geography. These are clearly indicated in the overview tables below.

History (H)	Geography (G)	History/Geography (H/G) (cross curricular)
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The units studied in Key Stage 1 and 2 are based on The National Curriculum 2014:

Key stage 1

	Year 1	Year 2
Autumn 1	What is a traditional tale? (H/G)	What are the wonders of the world? (G)
Autumn 2	Who are your superheroes? (H)	Who has impacted our way of life? (H)
Spring 1	What happened to the dinosaurs? (H/G)	Where does chocolate come from? How has chocolate changed over time? (H/G)
Spring 2	Where do we live? (G)	Who is Beatrix Potter and what is she famous for? (H)
Summer 1	Where does my food come from? (H/G)	How did The Great Fire of London start? (H/G)
Summer 2	Where should I go for my Summer holidays? How have seaside holidays changed? (H/G)	What makes London famous? (H/G)

Key stage 2

	Year 3	Year 4
Autumn 1	What do we know about the UK? (G)	How did castles protect the monarchy? (H/G)
Autumn 2	What is the beginning of World's History? (H)	Who was the greatest monarch in the UK? (H)
Spring 1	Why are the ancient Greeks relevant today? (H)	What lies beneath our feet? (H)
Spring 2	Is Asia magnificent? (G)	How did the Vikings change Britain? (H/G)
Summer 1	How did the Roman Empire change Britain and the World? (H)	What makes Ancient Egypt a wonder of the world? (H/G)
Summer 2	Why are the Rainforests important? (G)	What makes Ancient Egypt a wonder of the world? (H/G)

	Year 5	Year 6
Autumn 1	What was the Space Race and its impact? (H)	Why is fieldwork important to geographers? (H)
Autumn 2	Is Africa amazing? What similarities and differences are there between the UK and our three chosen African Nations? (South Africa, Kenya and Somalia) (G)	How was the UK affected by WW2? What was life like for a child/women during WW2? (G)
Spring 1	Why are the Tudors relevant today? (H)	19th Century Inventions and Architecture (G)
Spring 2	Why is William Shakespeare one of the most translated authors to have lived? (H)	How cruel were the Victorians? Were all criminals punished the same way? (H)
Summer 1	How did British Empire Change the World? (G)	Has Globalisation made the world a better place? (G)
Summer 2	How did the reign of Queen Victoria change Great Britain and the world? (H)	What if rivers were the only way to get about? (G)

Section 10: Monitoring and review

It is the responsibility of the History Subject Leader, the Head Teacher and Governors to monitor the standards of pupils' work and the quality of teaching in History. The History Subject Lead is also responsible for supporting colleagues in the teaching of History, for being informed about current developments in the subject and for providing a strategic lead and direction for the subject in the school. An action plan is written and reviewed annually. The History Lead helps with the levelling and moderation of work samples to ensure consistency and calls in books and assessment folders for scrutiny and evidence of progress, with feedback being given to staff on a termly basis. We are working with a range of schools part of The Park Federation to share ideas, ensure consistency and look at how we moderate our History books and schemes of work.

Section 11: Roles and responsibilities

It is the role of the History Coordinator, under the guidance of the Principal to:

- To organise History within the curriculum and to ensure progression and development.
- To assist with and monitor planning and quality of delivery within the curriculum.
- To keep up to date of developments within History and carry out INSET when required.
- To monitor and update resources and draw up a budget.