

LINGDALE PRIMARY SCHOOL

AND

LINGDALE PRIMARY SCHOOL TWO YEAR OLD PROVISION

HISTORY POLICY

2014 – 2016

Academic Year	Coordinator	Governor/ Committee	Review Date
2014 - 2015	C Gallagher C Jones	Curriculum and Achievement Committee	September 2016

Ratified by the Curriculum and Achievement Committee of Lingdale Primary School Governing Body on October 2014.

Signed:

(Chair of Curriculum and Achievement Committee)

Date:

HISTORY

Rationale

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.

Introduction

This policy is a statement of the aims, principles, strategies and expectations of effective teaching and learning in History at Lingdale Primary School.

Please read this policy in conjunction with:

Teaching and Learning Policy

SEND Policy

Statutory Guidance

Aims

The national curriculum for history aims to ensure that all pupils:

- know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world
- know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind
- gain 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 them to make connections, draw contrasts, analyse trends, frame historically valid questions and create their own structured accounts, including written narratives and analyses
- understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed
- gain historical perspective by placing their growing knowledge into different contexts: understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales

Assessment

Assessment is a crucial and integral part of the teaching and learning process. It enables us to measure what children know, can do, understand and apply so that we can move them forward to the next steps in their learning. The process of assessment should involve pupils, parents and teachers.

The core principles for teaching and learning as identified in *Excellence and Enjoyment are:*

- Set high expectations and give every learner confidence they can succeed
- Establish what learners know and build on it
- Structure and pace the learning experience to make it challenging and enjoyable
- Inspire learning through a passion for the subject
- Make individuals active partners in their subject
- Develop learning skills and personal qualities

Assessment for learning is a powerful means of helping teachers and practitioners to tailor their teaching to get the best progress for each child. Teachers involve each child in their learning to motivate and help them to take next steps.

Implementation

History will be taught as part of a creative curriculum. The implementation of History will depend on the topic each half term for different year groups. History objectives have been organised into various themes to make children's learning relevant and interesting. This will also enable children to be given the opportunity to apply their Historical skills and knowledge in other areas of the curriculum. History will usually be taught for an hour a week during the half terms that it is a focus in the topic, but timings are flexible as long as all objectives are covered throughout the year.

All classes should have a time line on prominent display to show the chronology of the different periods of history that will be studied throughout Key Stage 1 and 2.

Activating Prior Knowledge

Using prior assessment information to guide activities and strategies this enables teachers to accurately identify the start point for learning .

A record of the activity or strategy outcome is kept in each child's workbook.

History curriculum planning

We use the National Curriculum for History as the basis for our curriculum planning. We use the Matters Skills and Processes attainment targets in the Curriculum document to then plan a creative curriculum which links areas of children's learning in different subjects.

Each class teacher creates a medium term plan. This plan then feeds into weekly plans that list specific learning objectives. The class teacher keeps these individual plans, and can discuss them with the History subject leader on an informal basis.

Learning Intentions/ Objectives

Based on prior assessment information and outcomes from the activation of prior knowledge teachers identify ordered learning objectives for each group within the class to ensure progress in learning .

Success Criteria

Success criteria is shared with all children in the form of a grid to be used by the learner, peers or teacher. These should be differentiated where appropriate.

Effective Questioning

How do questions promote learning?

Good questions stimulate thinking, and often generate more questions to clarify understanding.

Good questions generate informative responses often revealing not only misconceptions and misunderstanding, but understanding and experience beyond that expected.

Good questions encourage learners to make links.

Good questions push learners to the limit of their understanding.

Good questions from pupils push teachers to the limits of their understanding too, and challenge them to find better ways of explaining.

Good questions offer opportunities for learners to hear others' answers to questions, it helps them to reflect on their own understanding.

Types of questions that promote learning:

Applying

- *Given what you have just learned, how else might the people from the Stone Age have created homes for themselves?*
- *How might you use this technique to solve this (another) problem?*
- *Use your understanding of life in Tudor times to explain the differences in the lives of the rich and poor.*

Analysing

- *Why did this event prove to be the turning point in this period in history?*
- *Why is this business website more successful than this one?*
- *What would we need to know about life in Ancient Egypt to understand the why the pharaoh was so powerful?*
- *What features of the writing work to increase the tension in this chapter?*
- *What elements in this piece of music create the sense of anger?*

Evaluating

- *How accurate were the news reports from WWII?*
- *How well does this piece of music create the sense of anger?*
- *Which material is better for this purpose?*
- *What are the characteristics of this material that make it worth considering for this purpose?*
- *Which method of calculation do you think is more efficient/accurate?*

Creating

- *Design a pocket guide to fair testing.*
- *Create a one minute video/audio to explain why we have night and day.*
- *Write a “Ten commandments” of good design.*
- *Re-present the information in the text as a diagram.*
- *Compose a piece of music of your own to convey one of these emotions.....*

Self Assessment and Peer Assessment

Peer and self assessment are ways of engaging children in understanding their progress in learning and identifying next steps in their learning that can be used in addition, and to support, to oral and written feedback from teachers and Support Staff. The aim is to involve children in the analysis and constructive criticism of their own and others work.

Learners use the success criteria to make judgements on their own, and peers, learning and identify areas for development – next steps.

Differentiation

There are a number of different forms of differentiation:

- By outcome – where a task is given and the children respond at different levels
- Different tasks around the same topic matched to the needs of the children
- Variety of input for the same task
- Variety of questioning
- Completing different tasks

Assessment of Learning – Summative Assessments

Summative assessments indicate what a child can do at a particular time.

Summative Assessments take place:

At the end of a unit of work and are recorded on the History Assessment Sheets for each child. Strengths and areas for development are identified and this informs future learning.

Assessment for Learning – Formative Assessments

The learning objectives and success criteria are made explicit in all planning. Key questions are identified and cross curricular opportunities identified.

Assessment opportunities are identified in all daily planning and these form the basis planning for learning on the next day.

Our planning identifies:

- The focus of the assessment
- Who it is for – individual/ class/group
- Key questions

Teachers make brief notes in the assessment note column on planning to inform subsequent teaching and learnings. It is best practice to be constantly be revising planned learning.

Making Cross Curricular Links

At Lingdale Primary School we believe that making links between curriculum subjects and matters, skills and processes will deepen the children's

understanding by providing opportunities to reinforce and enhance learning. A majority of our formative assessment will be taken from cross curricular work where children are applying taught matters, skills and processes.

Target Setting

Target setting involves staff and children identifying challenging and measureable targets. These are realistic and manageable and aim to raise self-esteem through success.

The displaying of 'Steps for Learning' in the classroom provide the children with sequential targets for achievement for a block of work and success criteria for each lesson.

At Lingdale Primary School we set curricular targets for each child from Reception – Year 6.

The performance of each child is monitored each half term and underperformance is evaluated and appropriate intervention planned.

Moderation

Moderation is the process of bringing individual judgements into line with general standards and those throughout school and nationally. Moderation is carried out annually for History.

Marking and Feedback

Rationale

Research shows that marking is an important factor in pupil learning, so this policy is crucial for Lingdale Primary School. We are committed to providing relevant and timely feedback to pupils, both orally and in writing. Marking intends to serve the purposes of valuing pupils' learning, helping to diagnose areas for development or next steps, and evaluating how well the learning task has been understood. Marking should be a process of creating a dialogue with the learner, through which feedback can be exchanged and questions asked; the learner is actively involved in the process.

At Lingdale Primary School, we aim to:

- Provide consistency and continuity in marking throughout the school so that children have a clear understanding of teacher expectations;
- Use the marking system as a tool for formative ongoing assessment;
- Improve standards by encouraging children to give of their best and improve on their last piece of work;
- Develop children's self-esteem through praise and valuing their achievements;
- Create a dialogue which will aid progression.

Principles of Effective Marking

Effective marking should:

- Be manageable for staff
- Be positive, motivating and constructive for children
- Be at the child's level of comprehension
- Be written in handwriting that is legible and a model for the child
- Be frequent and regular, at least every third piece of work marked in detail and every piece seen
- Allow specific time for the children to read, reflect and respond to marking
- Involve all adults working with children in the classroom
- Give children opportunities to become aware of and reflect on their learning needs
- Give recognition and appropriate praise for achievement
- Give clear strategies for improvement
- Involve children in the same process (whether oral or written), to ensure equity across subjects and abilities
- Provide information for the teacher on the success of the teaching
- Relate to the learning objective/success criteria of the work set, e.g. science should be marked mainly for the science content, not the punctuation.

- Be consistently followed by teachers and TAs across the school in line with the Effective Assessment, Marking and Feedback Policy
- Use the agreed Marking Code (See Appendix 1) to correct errors that go beyond the learning objective
- Positively affect the child's progress.
- Look for progress and success before areas to develop.
- Be positive for children.
- Link marking to targets: individual Special Educational Needs and Disabilities – (SEND) groups, layered targets, etc. as appropriate.
- Acknowledge verbal comments from staff.
- Look for persistent errors and patterns of errors, rather than every error made
- Be selective and sensitive in marking. i.e. not every incorrect spelling will be highlighted, only words that an individual child should be reasonably expected to know.
- Ensure work is marked on day of completion, to allow effective and immediate feedback to be given.

Effective Marking and Feedback Strategies

The following strategies can be used to assess, mark and provide feedback:

1. Verbal Feedback

This means the discussion of work in direct contact with the child. It is particularly appropriate with younger, less able or less confident children.

A discussion should be accompanied by the Verbal Feedback Stamp in the child's book along with the context in which the work was done and an outline of feedback given.

Review and Evaluation of the Policy

The policy will be reviewed annually, to ensure it is kept in line with any curriculum changes that take place within the school or externally.

Curriculum Overview

Spelling List

Appendix 3

Suggested Strategies for Activating Prior Knowledge