History Policy

Vision of the Subject

At Moorpark we enable children to 'reach' for their goals, 'explore', 'believe' in themselves and each other and therefore 'achieve'.
Through enriching, engaging and well differentiated lessons we aim to develop excited and eager learners who are inspired to achieve beyond their expectations.
We aim to ensure that History is embedded into the new primary curriculum, providing meaningful learning experiences for all pupils.

Equal Opportunities / Inclusion

Moorpark ensures that all children gain equal access to the History curriculum regardless of gender, ethnicity, ability or individual need.
A variety of teaching and learning styles are employed including visual, auditory and kinaesthetic approaches within whole class sessions, ability and mixed ability groups, pairs and individual teaching and learning in order to cater for all individual needs.
We enable all, to fully access the curriculum by making 'reasonable adjustments' to overcome any barriers.

Teaching Methodology and Organisation

History is taught through an enquiry led topic curriculum where the children are given the initial topic question and then further design their own questions to be answered in each week of learning.

Planning

Long term planning incorporates all the statutory requirements of the National Curriculum (2014). This is pupil driven through enquiry led questions devised by the children, ensuring they have ownership of their learning and next steps. Long term planning focuses greatly on exploration through half termly visits, visitors and through the development of higher order questioning skills.
Medium term planning is informed by both formative and summative assessment information.
Short term planning is skills based and is prepared by the classroom teacher on a weekly or daily basis. Pupils are given opportunities, where appropriate, to develop, apply and extend their basic skills and ICT capability in their study of History.

Assessment, Record Keeping and Monitoring

Staff at Moorpark use the results of ongoing formative assessment to help them make informed decisions about the progress of individual children, set targets and inform planning.

Formative Assessment

Suitable tasks for assessment include:

- Observations of individuals or small groups while they partake in group activities. Record by video or annotated work.
- Marking against success criteria and learning outcomes.
- Questioning and discussion with pupil/s about their work.

- ❖ Annotated pupil drawings and labelled diagrams, tables and charts.
- ❖ Concept cartoons/ mind mapping at the start and end of half termly topics.
- ❖ Work created for topic floorbook.
- ❖ Half termly assessment opportunities, testing key objectives and skills.

Summative Assessment

Using higher order questioning and thinking skills, children will identify what they already know, would like to know and afterwards what they have learnt.

Statutory end of Key Stage assessment occurs in Year 6 through the use of SATs and/or teacher assessment in reading, writing, spelling and grammar and mathematics.

Monitoring and Evaluation

The subject leader and senior leadership team take responsibility for the monitoring of the History curriculum and the standards achieved by the pupils. Monitoring, to inform action planning and key priorities, takes the form of:

- ❖ Lesson observations
- ❖ Scrutiny of work and planning
- ❖ Formal and informal discussions
- ❖ Scrutiny of topic floorbooks
- ❖ Moderation of core subjects and cross-curricular links

Record Keeping

- ❖ Assessment records are kept of individual pupils who are achieving below or above ARE
- ❖ On weekly plans, staff note pupils that exceed or struggle to meet the required level of attainment

Health and Safety

All teachers complete risk assessments for educational visits using the online tool EVOLVE. The school educational visits co-ordinator and headteacher view the risk assessments at least three weeks prior to any visit for approval by the headteacher. The local authority are responsible for the external approval of any high risk educational outdoor activities.

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