



## Crudgington Primary School History Policy 2020

### History Policy - Document Status

Date of policy creation	30.4.2020	✓	Named responsibility	Julia Horton
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### History Intent Statement

History has always been held in high regard at Crudgington, with the school's own rich history and in accordance with the context of the local area. Our history curriculum includes termly topics for all children from Year 1 to Year 6. We aim to offer a high-quality history education that will help pupils gain a coherent knowledge and understanding of Britain's past and that of the wider world. We celebrate, and have incorporated, the rich history of our local area and the significant people into our curriculum. Our curriculum 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. It also helps children gain a sense of their own identity within a social, political, cultural and economic background. Because of this, we feel it is important for the subject to be taught discretely, as well as incorporated within other curriculum subjects such as English and Art.

### Implementation & Organisation of History

Our history curriculum aims to excite the children and allow them to develop their own skills as historians. We encourage regular references to timelines and how topics fit together, as well as a hands-on approach involving artefacts and outreach programmes where appropriate, so as to bring history alive to our young learners. As part of a topic led programme, it allows opportunities for cross curricular links to be made to ensure the children have many occasions whereby they can apply their knowledge and understanding.

Teachers have identified the key knowledge that is being taught, as well as the skills that are being developed across each topic, and these are recorded on the History knowledge organisers. These are also explicitly outlined on each topic overview, which makes explicit links to the national curriculum 2014. Key vocabulary is also identified, as well as how consideration to the school's context has informed the programme of study. Cross curricular outcomes are also identified prior to teaching, and these are evidenced through outcomes of work, as well as being stated explicitly in planning.

The process for teaching history throughout school should include:

- Children to create entry mind maps at the start of a topic about what they know at the start of a unit.

- Use artefacts as a WOW to the start of a topic, as well as throughout the topic. This will encourage the children to become history detectives by getting them to think about what the artefact is for, where it is from and how old it is. Artefacts help pupils question and understand the past.
- Outreach intervention: inviting people into school to talk about; demonstrate or re-enact aspects or periods in history has the effect of bringing history alive to the children and provides them with a more visual view of the topic they are covering or arranging visits to museums or other outside classrooms.
- Ensuring that there is a gender equality regarding the significant people in history being studied.
- Use of ICT to support learning and make the curriculum accessible for everyone.

End the topic with exit mind maps, which document the knowledge and skills developed through the sequence of work. A topic related quiz will allow teachers to assess retention of knowledge of the topics covered. Furthermore, concept lens questions allow the children to explore and demonstrate a deep understanding of the time period studied, making comparison and contrasts to other periods of time.

## EYFS

The Early Years Foundation Stage (EYFS) follows the 'Development Matters in the EYFS' guidance which aims for all children in Foundation Stage to have an 'Understanding of the World and people and communities by the end of the academic year. History in the EYFS is taught as an integral part of the topic work covered during the year. The history side of the children's work is related to the objectives set out in the Early Learning Goals. History makes a significant contribution to the ELG objectives of developing a child's knowledge and understanding of the world.

## Key Stages 1 & 2

During Key Stage 1, children begin to develop an awareness of the past, using common words and phrases relating to the passing of time. They start to know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. They demonstrate a growing confidence and accuracy when using commonplace historical vocabulary. Through English and drama, children become able to ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. Children start to use, and begin to evaluate, some of the ways in which we find out about the past and identify different ways in which it is represented.

Children are taught to identify **changes within living memory**, by examining how toys, transport and technology have changed within living memory and what this reveals about changes in national life. Children also **investigate events beyond living memory**, to develop a growing sense of chronology and awareness of time and changes over time. As part of this focus children will study the Great Fire of London and the sinking of the Titanic.

We will also study the lives of significant individuals in the past who have contributed to national and international achievements; the specific individuals studied will link to and support cross curricular links.

As part of our study of **significant historical events, people and places in their own locality**, we will look at the life and work of Charles Darwin, who was born in Shrewsbury, Shropshire.

Throughout Key Stage 2, pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. This sense of understanding of chronology will be referred to throughout this Key Stage so that children become secure in their understanding of important historical events and eras, trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically-valid questions about change, cause, similarity and difference, and significance. Children will learn to select, organise, review and present relevant historical information. Children will begin to understand how our knowledge of the past is constructed from a range of sources and that sources need to be carefully evaluated. Progression, through this Key stage, should allow pupils to understand both the long arc of development and the complexity of specific aspects of the content.

During this Key Stage, children are learning about the changes that happened in Britain from the Stone Age, through the Bronze Age to the Iron Age. They will also learn about the Roman Empire and its impact on Britain; both in the short term and to the present day. This study will be followed by an investigation of Britain's settlement by the Anglo-Saxons and Scots culminating in a study of the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor. We will study these periods of history in a broad chronological order, to help support children's understanding of chronology and trends over time.

Children will also explore the theme of Crime and Punishment and how law and order has developed and changed over a period of time. Furthermore, children will have opportunities to explore issues in Britain since the 1950's. In addition, children will be able to compare and contrast different monarchies, focussing in particular on the Tudors and the Victorians, as well as exploring the main issues relating to Britain around these time periods.

In addition to this focus on British history, we will study the achievements of the earliest civilizations, giving children an overview of where and when they first appeared and also the opportunity to study in depth early civilizations such as Mayans and Ancient Egypt. Once again, the specific in-depth study will be selected to ensure effective and enriching cross curriculum links.

Children's study of ancient civilisations will be extended by investigation of Ancient Greece, where children will study Greek life, the major achievements of this society and its influence on the western world. To further complement children's understanding of society, children will have the opportunity to study a non-European society that provides contrasts with British history, using early Islamic civilization, Mayan civilization as the context of this comparison.

## Resources

Existing history resources are stored centrally in the Resource Area and are organised into topic themes, which are clearly labelled. We keep these in a central store, where there is a

box of equipment for each unit of work. The school library contains a good supply of history topic books to support children's individual research. We also use the Shropshire Library service to hire artefacts and additional topic boxes to support specific units of study. Class teachers are encouraged to have a topic table for each of the history schemes of work where books and other artefacts are displayed and easily accessible for children.

## **Assessment – Measuring Impact**

Outcomes in Topic and English books evidence a broad and balanced history curriculum and demonstrate the children's acquisition of identified key knowledge. Children review the agreed successes at the end of every session and are actively encouraged to identify their own target areas with support from their teachers. Children also record what they have learned comparative to their starting points at the end of every topic.

Emphasis is placed on analytical thinking and questioning which helps pupils gain a coherent knowledge and understanding of Britain's past and that of the wider world and are curious to know more about the past. Through this study, pupils learn to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement.

Assessment for learning is continuous throughout the planning, teaching and learning cycle. Key historical knowledge is taught to enable and promote the development of children's historical enquiry skills. Assessment is supported by use of the following strategies:

- Observing children at work, individually, in pairs, in a group and in class during whole class teaching.
- Using differentiated, open-ended questions that require children to explain and unpick their understanding.
- Providing effective feedback, including interactive marking through green pen questions where appropriate, to engage children with their learning and to provide opportunities for self-assessment, consolidation, depth and target setting.
- Book moderation and monitoring of outcomes of work, to evaluate the range and balance of work and to ensure that tasks meet the needs of different learners, with the acquisition of the pre-identified key knowledge of each topic being evidenced through the outcomes.

## **Inclusion and Equal Opportunity**

At Crudgington Primary school, we are committed to providing a teaching environment which ensures all children are provided with the same learning opportunities regardless of social class, gender, culture, race, special educational need or disability. Teachers use a range of strategies to ensure inclusion and also to maintain a positive ethos where children demonstrate positive attitudes towards others.

Support for specific individuals is well considered and planned for, with consideration given to how greater depth and further challenge can be provided for and demonstrated by children who require further challenge.

**Inclusion (eg EAL/SEN/PPG/Provision for HA)**

All pupils are entitled to access the history curriculum at a level appropriate to their needs. To ensure inclusion, teachers use a range of strategies in line with the school's inclusion planning key. Independent tasks, as well as teaching, are also well-adapted to ensure full accessibility, as well as to provide appropriate challenge to different groups of learners.

The school makes full use of additional adults, who are deployed effectively to ensure that identified children are able to make progress in each curriculum area, according to their full potential.

Through the use of mind maps, teaching takes account of children's own interests to ensure topic relevance to all individual learners. Opportunities for enrichment are also fully utilised, to ensure a fully inclusive and engaging geography curriculum and this is supported through a number of links with places of geographical interest in the immediate and wider locality and regular heritage projects which engage the children further through practical learning activities.

### **Subject Leader Role/ Monitoring and Review**

The coordinator's responsibilities are:

- To ensure a high profile of the subject
- To ensure a full range of relevant and effective resources are available to enhance and support learning.
- To model the teaching of history
- To ensure progression of the key knowledge and skills identified within each unit and that these are integral to the programme of study and secure at the end of each age phase.
- To monitor books and ensure that key knowledge is evidenced in outcomes.
- To monitor planning and oversee the teaching of history
- To lead further improvement in and development of the subject as informed by effective subject overview
- To ensure that the history curriculum has a positive effect on all pupils, including those who are disadvantaged or have low attainment
- To ensure that the history curriculum takes account of the school's context, promotes children's pride in the local area and provides access to positive role models from the local area to enhance the geography curriculum
- To ensure that approaches are informed by and in line with current identified good practice and pedagogy.

### **Policy Review**

Every 2 years