



Policy For History At North Stainley C.E. Primary School

Rooted and Grounded in Love

'Let your roots grow down into him, and let your lives be built on him.'
Colossians 2:7

Intent

The principle aim of History at North Stainley Church of England Primary School is to inspire pupil's curiosity to learn about the real people who lived, and real events, which happened in the past. The children will develop a coherent knowledge and understanding of Britain's past and that of the wider world. In line with the National Curriculum. The History curriculum makes full use of resources within the immediate and wider local area enabling children to develop a deep understanding of the rich history of their locality.

History is concerned with sequence, time and chronology and is the study of evidence about the past. Pupils consider how the past influences the present, what past societies were like, how these societies organised their politics, and what beliefs and cultures influenced people's actions. As they do this, children develop a chronological framework for their knowledge of significant events and people. They see the diversity of human experience and understand more about themselves as individuals and members of society. In History, children find evidence, weigh it up and reach their own conclusions. To do this they need to be able to research, sift through evidence, and argue for their point of view - skills that are important in their future lives.

Implementation:

History at North Stainley C.E. Primary School is taught in blocks throughout the year, so that children can achieve a depth in their learning. Teachers have identified the key knowledge and skills of each blocked topic and these are laid out in a Knowledge Organiser. Consideration has been given to ensure progression across topics throughout each year group in school. At the beginning of each topic, children are able to convey what they know already as

well as what they would like to find out. This informs the programme of study, and also ensures that lessons are relevant and take account of children's different starting points. Planning is informed and aligned with the National Curriculum. Consideration is given to how greater depth (flourishing) will be taught, learnt and demonstrated within each lesson, as well as how learners will be supported in line with the school's commitment to inclusion.

Cross curricular outcomes in History are specifically planned. The local area is fully utilised to achieve the desired outcomes, with extensive opportunities for learning outside the classroom embedded in practice. Within our knowledge - rich approach, there is a strong emphasis on people and the community of our local area.

Impact

Outcomes in topic books, evidence a broad and balanced History curriculum and demonstrate children's acquisition of identified key knowledge. Children review their successes in achieving the lesson objectives at the end of every session and are actively encouraged to identify their own target areas. Children also record what they have learned comparative to their starting points at every topic.

Emphasis is placed on analytical thinking and questioning which helps pupils gain a coherent knowledge and understanding of Britain's past and wider world and are curious to know about the past. Through this study pupils learn to ask perceptive questions, think critically, weigh evidence, sift arguments and develop perspective and judgement. Regular heritage projects provide further relevant and contextual learning, engaging members of the community to provide positive role models in the children's learning.

Teaching And Learning:

Across the whole school, there are four key historical learning strands that the children will explore over the course of their education at North Stainley Primary School.

- To investigate and interpret the past.
- To build an overview of world history.
- To understand chronology.
- To communicate historically.

As pupils develop these skills in a range of contexts, they will also develop the ability to be independent learners, using the historical skills they have gained to

analyse, question and compare sources of evidence to form their own judgements of the past. Learning from these strands helps the children to foster an enthusiasm and sense of curiosity about the past, encouraging pupils in their first steps towards being life-long learners.

Assessment:

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.
- 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.
- Children's existing knowledge is assessed at the start and the end of a unit of work. This is done either through a quiz or a KWL grid (What I know already, What I want to know and What I have learnt).

Planning and Resources:

History resources are stored centrally and are organised in topic themes.

History topic books are also stored in the central area and organised into topic packs linked to the theme. These are displayed in the classroom when the topic is studied and are used for research. Children can also use ICT resources for their research.

Key knowledge and skills from the National Curriculum for each year group are recorded in the document 'History and Geography At North Stainley Primary School'. 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.

Organisation:

History topics are planned as part of a two year rolling programme. It is studied in blocks which allow children to enhance their historical knowledge and develop skills through focused learning throughout the duration of each block.

This model also promotes the children in being able to achieve a greater level of understanding of each topic.

EYFS:

Early Years explore historical themes and content through the 'Understanding of the World' strand of the EYFS curriculum. This involves guiding the children to develop a sense of the physical world, as well as their community, through opportunities to explore, observe and find out about people, places, technology and the environment. They are assessed against the Developmental Matters Attainment targets.

KS1 and KS2

During KS1, 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 people and events they study fit within a chronological framework and identify similarities and differences between ways of life and different periods. They demonstrate a growing confidence and accuracy when using commonplace historical vocabulary. Through literacy 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 and 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 and transport have changed within living memory and what this reveals about changes in national life. Children also investigate changes beyond living memory, to develop a growing sense of chronology and awareness of time and changes over time. The children will also study the lives of significant individuals in the past who have contributed to national and international achievements.

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 of 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 these sources can be carefully evaluated. Progression, through this Key Stage should allow pupils to understand both the 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. The children will study the Viking and Anglo-Saxon struggle for the Kingdom of England. The study of periods of History will develop the children's understanding of chronology and trends over time. The children will study the impact of World War 2 and the experiences of evacuees.

In addition to the focus on British history, the children will study the achievements of the earliest civilizations, giving children an overview of where and when they first appeared and the opportunity to study, in depth civilizations such as the Indus Valley, Ancient Egypt, Ancient Greece, and the Mayans. The children will study the major achievements and developments of the society and compare them to British history.

Equal Opportunities:

At North Stainley C.E. 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 maintain a positive ethos where children demonstrate positive attitudes to each other.

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

Inclusion:

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 to provide appropriate challenge to different groups of learners. Independent tasks and teaching are well adapted to ensure accessibility. 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, and reach their potential.

Role Of The Subject Leader:

The subject leader's responsibilities are:

- To ensure a high profile for the subject.
- To ensure a full range of relevant and effective resources are available to enhance support for learning.
- 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 the key knowledge is evidenced in outcomes.
- To monitor planning and oversee the teaching of geography.
- To lead further improvement in and development of the subject.
- To ensure that the history curriculum takes account of the school context, promotes children's pride in the local area and provides access to positive role models from the local area to enhance the history curriculum.
- 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 approaches are informed by and in line with current identified good practice and pedagogy.

Parents:

We actively encourage the involvement of families and the wider community to help support the teaching of history. When history homework is set, children are able to research and explore a topic to support their class work.

Policy Agreed: September 21

To be Reviewed: September 23

