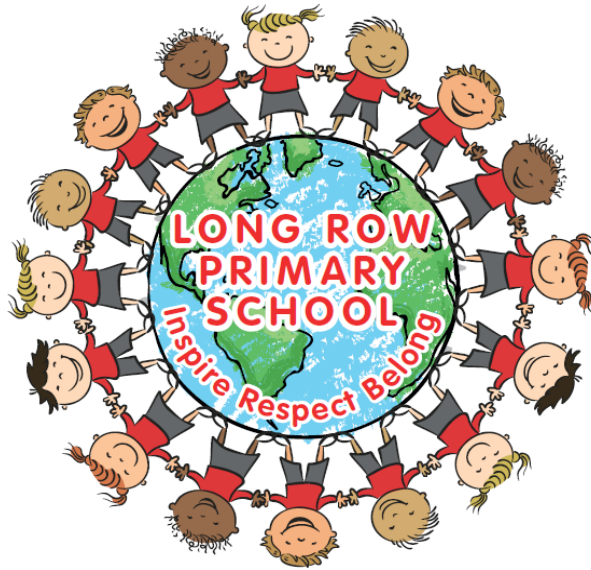


Long Row Primary and Nursery School



History Policy

Review Date: Spring Term 2024

Intent

History has always been held in high regard at Long Row Primary and Nursery School, with the school's location having its own rich history. The history curriculum at Long Row 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. Our history curriculum brings together the Statutory Framework for the Early Years Foundation Stage (2021), National Curriculum (2014), the principles of Guerrilla teaching, and the cultural capital of the school. The history curriculum at Long Row is carefully planned and structured to ensure that current learning is linked to previous learning, and that the school's approaches are informed by current pedagogy. At Long Row, we have a range of good resources which are supplemented with visitors and visits. Our staff are incredibly enthusiastic about the teaching of history and this can be seen in the classroom.

As a school, we are constantly developing our enquiry skills.

In line with the National Curriculum, our history curriculum aims to ensure that all pupils:

- Gain coherent knowledge and understanding of Britain's past and that of the wider world, which helps to stimulate pupils' curiosity to know more about the past.
- Are encouraged to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement.
- Understand the importance of enquiry skills, when learning.
- Begin 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.

By the end of a pupil's time at Long Row, in regards to history, we want our children to:

- Be able to sequence key periods of British and world history in chronological order using dates.
- To use a timeline to give information about a period of history (e.g. plot key developments across a period of local history) or a theme (e.g. plot key developments of a theme, like transport, across periods of history).
- To recognise and offer plausible explanations for similarities and differences between the lives of people living in different periods of time.
- To explain why significant events happened and why people behaved as they did, and can understand the consequences, including those for the present day (e.g. conflicts, inventions and other advances).
- To evaluate historical sources based on reliability and bias.
- To ask and answer questions by selecting from a range of sources (both primary and secondary) to gain a clearer understanding.
- Debate different interpretations of people and events and demonstrate an appropriate understanding of different points of view.
- To know and use (with increasing accuracy) words and phrases relating to time and chronology (i.e. all of the Year 1/2 and Year 3/4 vocabulary).

- Understand that there are overlaps between different periods of time.
- To know key aspects and facts about more periods of local, British and world history.

Implementation

Our history curriculum includes topics that are selected to ensure all educational programmes of study are covered over a 2-year cycle in KS1 and KS2 during our 'discover term' of the year (autumn), and throughout the year in EYFS. To support the development and planning of our EYFS curriculum we also use Development Matters. Even though all of our children become historians during the autumn term, our learning in this subject doesn't end there. Through high-quality teaching, we strive for opportunities throughout the year to secure children's understanding of chronology; including the use of timelines, sequencing of historical eras and events, and the revisiting of prior learning to help give context to new learning. By the end of Year 6, children will have a chronological understanding of British history from the Stone Age to the present day. They are able to draw comparisons and make connections between different time periods and their own lives. Interlinked with this are studies of world history, such as the ancient civilisations of Egypt.

History is taught on a weekly basis during the autumn term, with at least 2 lessons a week lasting between 1 and 2 hours. Sometimes a day may be given over to history for enrichment activities, so the children can become fully immersed in the learning that is taking place during that experience. We use a range of active approaches to learning in history; including: debates, drama, and hot seating, as well as opportunities for children to demonstrate their historical knowledge in writing, such as through fact files and reports. Each lesson builds on the children's prior learning and reference is made to what the children have learnt previously to ensure they are remembering what they have already been taught. Cross-curricular outcomes in history are specifically planned for to enable further contextual learning. Our local area is also fully utilised to achieve the desired outcomes, with extensive opportunities for learning outside the classroom embedded in practice.

Teachers ensure that children with SEND are effectively supported with scaffolding and adapted resources matched to their needs. Inclusive approaches, such as pre-teaching of vocabulary, ensure that pupils are included and engaged, accessing the same curriculum with their peers. Our history planning comprises of 'basic', 'advancing' and 'deep' content, therefore consideration is given to how children working above age related expectations are challenged within each lesson. Outcomes of work are monitored to ensure that they reflect a sound understanding of the key identified knowledge. Knowledge is at the heart of our curriculum. Within our knowledge-rich approach, there is a strong emphasis on people and the community of our local area.

Early Years Foundation Stage

As part of the Statutory Framework for the Early Years Foundation Stage (2021), we teach history in EYFS as an integral part of the Understanding the World work covered during the year.

Understanding the World involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.

Impact

At Long Row Primary and Nursery School, through our history curriculum, we are enabling our children to gain the knowledge, historical skills and understanding they need to progress through life and future education. We strive to create a supportive and collaborative ethos for learning by providing investigative and enquiry-based learning opportunities. Children review their successes in creative plenaries (planned by the teacher) at the end of every session, and a skills and knowledge 'REWIND' at the start of every new lesson. Displays in classrooms and around the school celebrate children's work and are also used as teaching tools, with timelines, vocabulary and key facts, and these are used by teachers and children throughout lessons. Emphasis is placed on analytical thinking and questioning, which helps pupils gain coherent knowledge and understanding of Britain's past and that of the wider world. This helps to spark a curiosity within our children - 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.

To help us measure the impact of our history curriculum, we use the following methods:

- Assessing children's understanding of the topic before and at the end of the unit.
- Pupil discussions about their learning.
- Images and videos of the children's practical learning.
- Interviewing the pupils about their learning (pupil voice).
- Moderation staff meetings where pupil's books are scrutinised and there is the opportunity for a dialogue between teachers.
- Marking of written work in books.

The contribution of history to teaching in other curriculum areas:

English

History contributes significantly to the teaching of English in our school by actively promoting the skills of reading, writing, speaking and listening. Some of the texts that we use in English are historical in nature. Children develop good speaking and listening skills through discussing historical questions or presenting their findings to the rest of the class. They develop their writing ability by composing reports and letters with strong links to history when possible.

Mathematics

History teaching contributes to the teaching of mathematics in a variety of ways. Children learn to use numbers when developing a sense of chronology, through doing activities such as timelines. Children learn to interpret information presented in graphical or diagrammatic form, for example, they study the impact of the plague by analysing population statistics. Roman numerals are also taught as part of the mathematics curriculum.

Computing

We use computing in history teaching where appropriate. Children use computers and laptops to enhance their skills in data handling, in presenting written work and researching information using

the internet. Children also have the opportunity to use the cameras on our school iPads to record and use photographic images.

Personal, Social and Health Education (PSHE) and Citizenship

History contributes significantly to the teaching of PSHE. Children develop self-confidence by having opportunities to explain their views on a number of social questions, such as how society should respond to poverty and homelessness. They discover how to be active citizens in a democratic society by learning how laws are made and changed. They learn how to recognise and challenge stereotypes and to understand that racism is a harmful aspect of society. They learn how society is made up of people from different cultures and develop respect for others.

Teaching history to children with Educational Health Care Plans

At Long Row, we teach history to all children. Our curriculum is successfully adapted, designed or developed to be ambitious and meet the needs of pupils with SEND - developing their knowledge, skills and abilities, to apply what they know and can do with increasing fluency and independence. History forms part of the school curriculum policy to provide a broad and balanced education to all children, regardless of their starting points. Through our history teaching, we provide learning opportunities that enable all pupils to make progress across a lesson and over time. We do this by setting suitable learning challenges and responding to each child's different needs. Assessment against P-Scales and national expectations allows us to consider each child's attainment and progress against expected levels. Our assessment process looks at a range of factors – classroom organisation, teaching materials, teaching style, adaptation – so that we can take some additional or different action to enable the child to learn more effectively. This ensures that our teaching is matched to the child's needs. We enable pupils to have access to the full range of activities involved in learning about history and therefore no ceiling is attached. Where children are to participate in learning opportunities outside the classroom, for example, a field trip, we carry out a risk assessment prior to the activity to ensure that the activity is safe and appropriate for all pupils and their learning needs.

Assessment and recording

We assess the children's work in history by making informal judgements as we observe the children during lessons. Once the children complete a piece of work, we mark and provide next steps if necessary. Once they complete a unit of work, we make a summary judgement of the work of each pupil in relation to the national expectations and levels of progress made. We record attainment and progress, and we use this to: plan future work, to provide the basis for assessing progress and to pass information on to the next teacher at the end of the year with their achieved level.

Monitoring and Evaluation:

The history subject leader is responsible for monitoring the standard of the children's work and the quality of teaching in history. The history subject leader 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. We allocate special time for the vital task of reviewing samples of children's work and for visiting classes to observe teaching in the subject.