



HIGH LANE PRIMARY SCHOOL

History Policy

Date policy was agreed with Governors	March 2022
Review Date	
Person(s) Responsible	R Hancock

At High Lane Primary School, we value every child as an individual and believe it is important for all children to reach their full potential in a happy, supportive and exciting environment. We seek to develop independent learners who are equipped with the necessary skills, knowledge and understanding to thrive within an ever-changing world. We seek excellence and enjoyment in everything we do.

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.

National Curriculum: History Programme of Study (2014)

Aims

At High Lane Primary, we recognise that our children's chances of success are maximised greatly if they develop deep and lasting understanding. History is about real events that happened and people in the past. We aim to arouse pupils' understanding, interest in and enthusiasm about the past, in order to, help them further understand the present and its relevance within a passage of time

As a result, we encourage our pupils to be curious about history, to ask questions, explore and make connections between periods of time. We therefore believe it is important to ensure mathematics is an inclusive subject where all children have the opportunity to thrive.

Our curriculum aims to provide children with the opportunity to:

- To know how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world
- To develop an interest in the past and an appreciation of human achievements and aspirations
- To develop a knowledge of chronology within which the children can organise their understanding of the past
- To understand how the past was different from the present and that people of other times and places may have had different values and attitudes from ours
- To understand the nature of evidence by emphasising the process of enquiry and by developing the range of skills required to interpret primary and secondary source materials
- To distinguish between historical facts and the interpretation of those facts
- To question how learning about the past can improve our future

Curriculum planning

Planning in History is a process in which all teachers are involved. Where possible we use a creative cross curricular approach. Our Creative Curriculum is carefully planned to engage and excite all our learners, in order to provide the school with a high quality curriculum. The Long Term Grid identifies the history topics that are taught in each Year Group and Key Stage. Chunking grids show a further breakdown of what teachers aim to be covering each week. Key questions are used, alongside WOW moments to engage the pupils and enhance their learning. Short term plans are used to make reference to specific resources or support that may be needed.

Where there is mixed aged classes planning grids of both year groups ensures coverage and highlights any areas that need to be addressed at a later stage in the year or within another year group. This is noted on the plan.

Role of the subject leader

In ensuring the quality of provision across the school, the subject leader, Rachel Hancock, is responsible for the following:

- Ensuring class teachers understand statutory requirements for their year group and general progression of the history curriculum
- Providing appropriate professional development, coaching and feedback for staff
- Leading whole-school monitoring and evaluation of teaching and learning in history
- Analysing the curriculum delivery to plan whole-school improvement projects
- Ensuring the school's senior leadership team and governors are informed about the quality of teaching and learning
- Working in partnership with the school's SENDCo to ensure the needs of all children are met effectively
- Ensuring the school's history policy and progression documents are regularly reviewed

Equal opportunities

All history lessons are made inclusive for all pupils. When planning lessons, teachers take into consideration any ITLPs or EHCPs for children in their class and ensure that their needs are considered and additional resources are sourced if required. Additionally, teachers take into consideration the range of learning styles in their classroom and adopt appropriate teaching strategies to suit.

Positive attitudes towards learning is encouraged, so that all children, regardless of race, gender, ability or special needs, including those for whom English is a second language, can access and develop their historical understanding. The aim is to ensure that everyone makes progress and gains positively from lessons.

High Lane Primary

What History looks like in our school



Our philosophy

At High Lane, our History lessons:

- Instil a sense of curiosity and understanding of events, places and people in different periods of time and environments
- Provide a range of activities that stimulate children's curiosity and nurture their enjoyment of history
- Allow children to develop an understanding of historical concepts, human achievements and aspirations
- Ensure children at every level are challenged and supported to reach their full potential

What we do

EYFS

The knowledge and vocabulary that children develop, particularly through the 'understanding the world' area of learning, enable them to access history content at key stage 1. In EYFS the children begin to make sense of their own life-story and family's history.

Key Stage 1

The National Curriculum Programme of Study at Key Stage 1 focuses on developing children's awareness of the past, using common words and phrases relating to the passing of time. They should 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. Children should use a wide vocabulary of everyday historical terms. They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. They should understand some of the ways in which we find out about the past and identify different ways in which it is represented.

In order to ensure the progression described above, teachers are often introducing pupils to historical periods that they will study more fully at Key Stage 2.

Pupils should be taught about:

- Changes within living memory
- Events beyond living memory that are significant nationally or globally
- The lives of significant individuals in the past who have contributed to national and international achievements
- Significant historical events, people and places in their own locality

Key Stage 2

The National Curriculum Programme of Study at Key Stage 2 should continue to allow children to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and 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 should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources.

Pupils should be taught about:

- Changes in Britain from the Stone Age to the Iron Age
- The Roman Empire and its impact on Britain
- Britain's settlement by Anglo-Saxons and Scots
- The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor
- A local history study
- A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066
- The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and an in-depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China

Concepts

Pupils make progress in history by developing:

- their knowledge about the past- key facts (this knowledge is often described as 'substantive knowledge')
- their knowledge about how historians investigate the past, and how they construct historical claims, arguments and accounts – e.g. how we use evidence (often described as 'disciplinary knowledge').

At High Lane substantive and disciplinary learning is integrated, strengthening each other rather than being taught in isolation.

First and second order concepts are interwoven into lessons and include:

First order concepts; Kingdom, tax, invasion, empire, trade, Monarchy, democracy, civilisation, settlements, parliament, peasantry

Second order concepts; time, change, chronology, cause and continuity, historical evidence, interpretations (similarities and difference), historical significance

What a typical lesson looks like

We recognise that every class and child is unique, so history lessons may vary slightly based on the needs of our children or the content being taught. History lessons might include:

- story-telling; a stimulating introduction and/or source of information
- drama; an exciting way to encourage children to relate to past events and the people involved, developing empathy
- questioning; teacher or pupil questioning should provoke thought, discussion and pupil questions
- a field trip or visit to support pupils understanding
- use of pictures and artefacts

- virtual simulations
- videos and short clips
- factual resources for research –books, internet
- Paired or group work
- High-quality talk, using correct historical language
- Precise questioning to prompt children’s thinking, enabling them to articulate their understanding
- Reflecting and evaluating activities that allow our children to identify and learn from mistakes, and recognise next steps in their learning
- Reflecting, analysing and evaluating events from the past to explore reasons and consequences of past actions and the impact they have had on today’s society.

In EYFS a history learning journey might include:

- talking about photos or memories.
- retelling what their parents have told them about their life story and family.
- talking, drawing or writing about a familiar event
- listening to and discussing stories
- singing songs
- ordering events that they are familiar with
- talking about common themes and different situations

How we know our pupils are achieving

From EYFS through to Key Stage 2, we use a range of strategies to ensure our pupils are on track and lessons are effective. We:

- Use class teacher or TA/LSA to support groups
- Observe children independently working in a group, noting key points to add to children’s learning journeys
- Take photographic evidence of practical activities, annotating where necessary
- Use a range of AfL strategies in class – thumbs up, self-assessment, peer-assessment
- Listen to pupil voice
- Share written and verbal feedback with the children

How intervention is used at High Lane

We recognise that sometimes children might require additional support or greater challenge to progress further in their learning. To support all pupils in their learning, we provide intervention in a number of ways:

- Integrated support within class with the class teacher or TA/LSA
- 1:1 or small group learning outside of the classroom with the class teacher or TA/LSA
- Literacy support to help pupils articulate their understanding