



“Start children off on the way they should go, and even when they are old they will not turn from it.”

Proverbs 22:6

## HISTORY POLICY

Adopted	Autumn 2023
Committee	Standards
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We are a Christian school where quality and opportunities make a difference. We value all children as unique ‘Children of God’ and nurture each other to show **LOVE** in our relationships and a **RESPECT** for all. We foster **HOPE** within our community and encourage children to find **PEACE** by creating times and places for stillness and reflection. We strive for excellence, inspiring dreams both now and in the future. We promote **POSITIVITY**, celebrate **COURAGE**, demonstrate **RESPONSIBILITY** and share **JOY** through...

‘Learning, loving, laughing in the light of Jesus’.

**“History is who we are and why we are the way we are.”**

**David McCullough, Historian.**

## **Purpose**

The purposes of this policy are to:

- highlight the importance and value that Forsbrook Church of England Primary School attaches to pupils being enthused about learning history and developing as young historians themselves.
- detail the enquiry-led approach to learning and teaching of history that our school has adopted.
- clarify how we will assess the performance of our pupils in history in relation to clearly identified end points of learning as they progress through the school.
- provide an overview of how standards in history will be monitored and evaluated and professional development needs of colleagues identified.

## **Curriculum Vision**

At Forsbrook Church of England Primary School, we recognise that engaging children in investigations about people and events in the past helps them to better understand their lives today and prepares them for the future.

Our aim is therefore to offer our children a relevant, exciting, and challenging history curriculum which:

- helps them to comprehend the complexity of people’s lives, the process of change, and the diversity of societies and relationships between different groups, as well as some of the challenges of their time.
- develops critical thinking skills, enabling them to make reasoned judgements that are logical and well thought out, as opposed to accepting arguments and conclusions as they are presented.
- encourages them to appreciate that all knowledge is socially constructed, and its objectivity and reliability is therefore open to critiquing through asking perceptive questions, weighing evidence, sifting arguments, and developing perspective and judgement.
- helps to build a sense of identity and belonging on a personal, cultural, national, and global level as pupils come to appreciate the diversity of the population and consequently understand more about themselves and their roles as members of society.
- enables pupils to grasp core concepts such as cause and consequence, similarity and difference, continuity and change, significance, evidence, chronology, empathy, context, diversity, perspective, interconnectivity, and validity.

## **Curriculum Intent**

At Forsbrook Church of England Primary School, we want our pupils to be inspired to learn about the world they live in and gain a deep understanding of how history has shaped today’s society. We ensure that the teaching of our history curriculum embodies our Christian Distinctiveness and reinforces our School Values. Through learning about key historical events, especially using an enquiry approach, children gain an understanding of what has preceded the world in which they live, which in turn gives them a deepening respect and compassion for varying cultures, beliefs and religions. Through learning about historical events and key historical figures that have not only shaped British culture but also global cultures, children can learn from what history has taught us, to live in a more harmonious world. By carefully selecting a diverse and sometimes repressed/persecuted range of historical figures to study, children can explore how compassion, respect and hope can make a difference and deepen their appreciation of how you should: *“Be strong and of*

*good courage, do not fear nor be afraid of them; for the LORD your God, He is the One who goes with you. He will not leave you nor forsake you.” (Deuteronomy 31:6).*

Children will be immersed in a broad and rich curriculum where primary and secondary sources including artefacts, photographs, oral and written sources will provide them with facts, dates, and accounts of the recent and distant past. Historical knowledge (**substantive concepts**) will be supported with historical processes (**disciplinary knowledge**) and children will be encouraged to explore events with curiosity, build on arguments, weigh evidence, and formulate their own ideas.

## Key Curriculum Principles

### 1. The Bigger Picture: Progression of knowledge should be clear.

The knowledge that children will learn through each history unit is clear and develops their understanding of key dates, major world events and the effects these had in the advancement of nations. Creating and using timelines will be central to children’s experience in understanding chronology and world events. These will also form an intrinsic part of each unit of work.

### 2. Enrichment

Pupils will develop the skills and processes necessary to find out more about the recent and distant past of their families, the country they live in and the world they inhabit. Children will be equipped with a broad and rich curriculum which will provide them with facts, dates, and accounts of the past from primary and secondary sources.

### 3. Deliberate Practice

Pupils will be taught to look at, and use, reliable primary and secondary sources. They will begin to evaluate answers by thinking:

- Have I got all the evidence I need?
- Is it a reliable source?
- Is there any bias to it?

### 4. Oracy

Knowledge Organisers will support children in learning to use specific language related to the period of history they are studying. Being able to use this vocabulary will help them to explain their ideas, express a viewpoint and engage in debate.

## Teaching of history in the EYFS

Although not taught as an explicit subject in the EYFS, history is an intrinsic part of the EYFS curriculum. Historical knowledge is developed through carefully planned activities directed by teachers which are linked to the Early Learning Goals: Using language associated with the past; Remembering and discussing their own lives; Talking about things they have done with people that are special to them; and Recognising chronology within stories, in addition to continuous provision, and children working and exploring independently.

## Teaching of history in Key Stage 1 (KS1)

As identified in the National Curriculum, pupils in KS1 should develop an 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. They 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, and 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 planning to ensure the progression described above through teaching about people, events and changes, teachers are often introducing pupils to historical periods that they will study more fully at Key Stages 2 & 3.

### Teaching of history in Key Stage 2 (KS2)

Again, as specified in the National Curriculum, 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. 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. They 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.

## Curriculum Implementation

History is taught once a week over three half-terms in the academic year. Lessons follow a sequence and form a journey. An enquiry question should be used at the start of the unit to help direct pupils' thinking and search for evidence. During the ensuing lessons, children will recall key aspects of knowledge learnt previously and build on new knowledge. Ultimately, they will use historical skills and processes to answer the initial line of enquiry at the end of the journey.

### Curriculum planning and organisation

Provision for the teaching of history is underpinned by the Kapow scheme of work which ensures both continuity with prior learning and progression from Year 1 – Year 6 in the following elements:

**Substantive knowledge** – what our pupils will know by the end of each enquiry.

**Disciplinary knowledge** – the subject skills and techniques our pupils will master and apply to understand the significance of what they know.

**Conceptual understanding** – increasing awareness and application of substantive subject concepts and second order concepts (for example, change and continuity). Conceptual threads are woven into the curriculum, ensuring that children can recognise causes and consequences of actions and developments and build the bigger picture in terms of change over time within society and development of knowledge.

The **acquisition of subject specialist vocabulary and technical terms** to communicate their understanding effectively. Each enquiry question is underpinned by progressive generic history vocabulary and enquiry specific terminology.

Children will regularly revisit previous knowledge. We want children to make sense of new learning chronologically and understand where it fits in the bigger picture. Creating timelines in all classrooms, particularly in KS2, will be central to the children's experience in order to: understand when historical events occurred and what went before and after, be able to compare significant events and eras, and have a bigger sense of understanding of world history.

Our curriculum is 'knowledge rich' rather than content heavy as we recognise that if we attempt to teach historical topics in their entirety, we will create a very shallow learning experience for our pupils. Consequently, we adopt a policy of immersive learning in history that provides sufficient time and space for

our pupils not only to acquire new knowledge and understanding but also to develop their appreciation of the importance of subject concepts.

Our enquiry-led approach also ensures that learning is interactive and practical, allowing opportunities for pupils to work independently, in pairs and in groups of assorted sizes, both inside and outside of the classroom. Learning activities are varied to ensure that all pupils have opportunities to demonstrate their strengths. Similarly, we provide differentiated ways for pupils to record the outcomes of their work including concept mapping, annotated diagrams, and improvised drama to support knowledge retention and ensure that our pupils can build on what they know and understand from one year to the next.

The Medium-Term Plan for each enquiry sets out clear objectives and outcomes for pupils in terms of substantive and disciplinary knowledge and understanding and skills acquisition. The 'Learning Objectives' are the criteria against which a pupil will be judged to be making good progress. They are carefully structured to enable pupils to build their knowledge and understanding in incremental steps of increasing complexity until they reach the point where they can answer the question posed at the beginning of the investigation in full.

### **Learning outside of the classroom**

We recognise that opportunities for our children to immerse themselves in a historical experience, either through visiting an external location or through workshops delivered by specialists coming into school, support the development and consolidation of skills and concepts introduced in the classroom, allow pupils to extend their understanding through investigating history in the 'real world' and build cultural capital. Consequently, historical visits are encouraged in each phase of learning.

### **Feedback and Assessment**

It is vital that all pupils are given feedback on the work they have completed. Immediate feedback is the most valuable as it gives the opportunity to rectify and improve immediately. We ensure that when assessing our pupils, evidence is drawn from a wide range of sources to inform the process. This includes interaction with pupils during discussions and related questioning; day-to-day observations; practical activities such as model making and role-play drama. The outcomes of each enquiry serve to inform the teacher's developing picture of the knowledge and understanding of each pupil and to plan future learning or address gaps in learning accordingly. We do not make summative judgements about individual pieces of pupil work but use continuous formative assessments to build an emerging picture of what the pupil knows, understands, and can do in relation to the end points of learning. Consequently, at the end of each enquiry, a teacher can make an informed and confident 'best fit' judgment as to whether the pupil is making satisfactory progress, working at greater depth, or has yet to achieve the expected level of development.

### **Connecting history to other areas of the curriculum**

Where appropriate, meaningful links have been made with other subject areas of the National Curriculum. Making such links is important because they highlight to pupils the interconnectedness and interdependence of the world. However, we also recognise the importance of ensuring that the incorporation of cross-curricular links, particularly in relation to English and mathematics, always adds value to the building of historical knowledge and understanding. High levels of literacy and numeracy in history should always be matched by equally high levels of subject knowledge and understanding.

## Curriculum Impact

We want children to know more and remember more. Through careful planning, our pupils' knowledge and understanding of history develops because:

- there is increasing breadth and scale of study through the curriculum moving progressively from personal experiences to local, national, and global perspectives informed by the guidance of the National Curriculum.
- the curriculum becomes progressively more complex developing from discrete facts and bodies of information to conceptual awareness and generalised knowledge about more abstract ideas.
- the mastery and application of historical techniques and skills occurs in more precise and complex contexts.
- the focus of what pupils learn becomes gradually more focused to ensure that they not only know more but can do more as young historians and consequently appreciate the ways in which knowledge is constructed.

A Forsbrook student will be curious about the world around them and inspired to be a lifelong learner. Experiences of history at Forsbrook will have instilled a love of learning, a grasp of how the world works, and a confidence to extend horizons. Students will have developed historical knowledge and understanding as well as skills to help understand people and societies. History will also have helped provide understanding of identity: how different individuals and groups have interacted with and contributed to larger historical change.

The impact of our children's learning can be demonstrated using a range of qualitative and quantitative measures, for example, every lesson includes aspects of recall and retrieval, whether that be from last lesson or last term. Low stakes quizzes where every child feels like they can succeed without the pressure of a test are incorporated throughout each unit of learning. At the end of the unit, it is expected that pupils will answer the line of enquiry by weighing up evidence from sources, knowledge learnt and key historical facts. They should be able to write simple sentences with some technical vocabulary in KS1 and write in detailed sentences and paragraphs using technical vocabulary in KS2.

The study of history at Forsbrook will also have an impact for further learning and be useful in the world of work by developing a range of transferable skills such as the ability to conduct effective research and to find and evaluate sources of information.

### Monitoring, evaluation and professional development

Monitoring activities undertaken by the Subject Lead for History are planned across the year to develop consistency and support good practice. These can include:

- Staff meetings to analyse samples of pupils' work in History and moderate standards to ensure consistency.
- Lesson observations to ensure that learning and teaching is appropriately engaging and challenging, and that appropriate progress is being made by all pupils.
- The sampling of pupils' work through 'book looks' and learning walks to ensure that expectations in terms of subject standards are being maintained.
- Meetings and discussions with pupils from across year groups.

An important outcome of this ongoing monitoring and evaluation will be the identification of professional development needs amongst colleagues. The Subject Lead will, in the context of whole school priorities, seek to address these through engaging, appropriate external and internal support. Staff meetings will also provide an opportunity for the Subject Lead to inform colleagues of subject developments at local and national levels.

Intelligence gained from monitoring and evaluation activity will form the priorities for the Subject Improvement Plan for History.

### **SEND and Inclusion**

History forms an integral and statutory element of a pupil's entitlement to learning and at Forsbrook Church of England Primary School, we ensure that all pupils can engage with historical learning and develop as young historians irrespective of their race, cultural background, gender, sexual orientation, religion, or creed. Mutual respect and the fostering of empathy and community understanding at local, national, and global scales lie at the heart of the study of history and we model this in terms of the inclusive nature of the learning and teaching we provide.

Access to learning for all is fundamental to inclusion. As in all areas of the curriculum, teachers should deliver 'quality-first' teaching and support children with barriers to learning so that all pupils are able to make good and sustained progress in History. Children with additional needs will receive the same curriculum as their peers. Teachers should consider any limitations that a child has in accessing the planned lesson and provide appropriate scaffolds, resources, word banks with visual cues, stem sentences, adapted tasks and adult support to enable all children to meet the same learning outcomes.

We recognise that in addition to having an inclusive curriculum and approaches to learning and teaching, our assessment procedures must also be inclusive. To this end, our formative assessment methods are holistic and wide ranging, valuing oracy and practical outcomes equally alongside more conventional written responses.

With more able and 'Greater Depth' pupils, the use of open-ended questions should be used to promote deeper thinking and encourage pupils to use prior learning to formulate ideas.