

# Curriculum policy: History

# History:

Making links between the then to the now, to influence the future



## Curriculum Intent

Through History we want our children to gain a coherent knowledge and understanding of Britain's history, their locality, and the history of the wider world. We want our children to think deeply about the people and places in the past and how they are linked to society today.



## Curriculum Aims

**We want children to be able to:**

- Develop a strong overview of chronology by using timelines to locate the period, person or event and consider it in relation to other periods studied and the present day
- Ask questions, discuss, communicate understanding, and revise their ideas
- Use specialist vocabulary
- Understand and clarify what history is and the importance and value of studying the subject
- Understand the big ideas in history such as significance, change, continuity, similarity, difference, causation, and consequence



## Lesson structure

We want history to be an enjoyable experience. We believe that children learn best when there is a clear structure and purpose for the learning.

History is taught using an enquiry approach. Each unit begins with an overarching question to hook and engage the children. There is also a clear unit outcome, providing a clear purpose for the learning.

Using a range of sources of evidence, children will ask questions, suggest hypotheses, and then go on to review and refine their original answers and ideas.

Each lesson begins with a clear learning objective. Success criteria are expressed as 'I can' statements (Recorded as a title page in their exercise books) which the children can self-assess as the lesson and unit progresses.

Key knowledge and skills are then developed throughout the lesson along with key vocabulary. The activities are designed to be engaging often using focused questions.



## Planning and Resources

Each unit employs the same structure. Teachers begin by looking at the unit overview. This provides an at-a-glance overview of what will happen in the half termly unit. It offers practical advice regarding resourcing and teaching of the unit of work. It starts with the unit title and key enquiry question.

Each unit ends with 'The Big Finish' which is designed to consolidate, share, and celebrate the learning that has taken place. Many have a strong cross curricular link and provide opportunities for creative learning. It is essential that teacher's read, digest, and fully understand how each lesson builds to the 'Big Finish.'

The local history units are introduced in KS1 and then developed in KS2. As these units are dependent on local sources of evidence these are the most difficult units to resource. It is essential to introduce these units in advance, through assemblies, or newsletters which will help engage support in finding and preparing resources and sufficient volunteers to undertake the activities outdoors.

Classroom displays are essential to support learning. These should include a range of questions from the unit including the key question and sub questions. Subject specific vocabulary should be included with definitions. Timelines with key dates should accompany the display work and, where appropriate maps could support children in locating where events took place. Finally, where possible, artefacts and texts should accompany the display.



## Curriculum Implementation

We teach History as an explicit subject from Years 1 to 6 using the Rising Stars scheme which covers all strands of the National Curriculum. All children work on the same core tasks. Those that grasp content and concepts quickly can go to work on the 'stretch and challenge' extensions within the task.

Children are taught three units of History over the year. Each unit has six sessions (based on two hours each), which move from a shared starting point to a 'Big Finish,' where learning is showcased.

The content provides children with a clear understanding of how people lived in the past and what they believed to be important. Within each unit there are recurring themes such as settlement, migration religion.

The units have key questions to develop historical enquiry, as well as focus on the acquisition and application of key subject knowledge, concepts, and vocabulary throughout.

History is taught in the Early Years as an integral part of the topic work through child initiated and adult led activities. The children are given opportunities to find out about the past and present events in their own lives, and those of their families and other people they know. History makes a significant contribution to developing children's understanding of the world through activities such as looking at pictures of famous people in history or discovering the meaning of new and old in relation to their own lives.



## Assessment

Formative assessment opportunities are integrated throughout the units. Some are informal and depend on the use of talk, eavesdropping on children's discussions or through direct conversation with children to check their understanding and correct use of vocabulary.

Each unit is clearly evidenced with a title page which breaks down the 'I can' statements for each lesson. The 'I can' statements should be constantly referred to throughout the lesson. Wherever possible the work recorded in the children's exercise books will demonstrate their understanding and allow them to indicate that they have achieved the 'I can' statement.

Online quizzes are also included and are designed to enable children to assess their own progress in acquiring knowledge and support retention of the information.

By looking at which 'I can' statements the children have achieved, the children, teacher and subject leader can quickly determine who is working at age expectations and the knowledge, skills and concepts that require further attention.



## Inclusion

We teach history to all children, whatever their ability. Those working towards expectations will work on tasks that are adapted to suit their needs. They may choose to demonstrate their understanding orally or visually, to avoid limited literacy skills hindering their achievements within the subject. Where possible, children will be supported through paired and group work. Questions posed within the sessions provide opportunities for all children to be able to contribute.



## Role of Subject Leader

- Ensure that the statutory requirements of the national curriculum for history are met
- Ensure appropriate professional development opportunities are provided for all staff
- Monitor their subject to ensure consistency of approach
- Ensure regular and appropriate assessment of history takes place and have a clear overview of who is achieving age related expectations
- Ensure that children who are not making enough progress to achieve age related expectations have been identified, and appropriate interventions put in place to ensure they catch up
- Ensure appropriate resources are available
- Engage with outside agencies and online communities to keep up to date and become the expert in their chosen subject in the school

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