

LANGMOOR PRIMARY SCHOOL



History Policy 2024

Aims and objectives

History is about real people who lived, and real events which happened in the past. History is concerned with sequence, time and chronology and is the study of evidence about the past; it gives us a sense of identity, set within our social, political, cultural and economic relationships. History fires the children's curiosity about the past in Britain and the wider world and plays an essential part in preparing us for living and working in the contemporary world. 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. What they learn can influence their decisions about personal choices, attitudes and values. In history, children find evidence, weigh it up and reach their conclusions. To do this they need to be able to research, sift through evidence, and argue for their point of view – skills that are prized in adult life.

The aims of history in our school are:

- To instil in the children a curiosity and understanding of events, places and people in a variety of times and environments.
- To know and understand the history of Britain, how people's lives have shaped the nation and how Britain has influenced and been influenced by the wider world.
- To develop an understanding of the history in the wider world, including ancient civilisations, empires, non-European societies and the achievements of mankind.
- To develop a historically grounded understanding of substantive concepts – power, invasion, settlement, and migration, civilisation, religion, trade, achievements of mankind and society.
- Form historical arguments based on cause and effect, consequence, continuity and change, similarity and differences.
- To have an appreciation for significant individuals, inventions and events that impact our world both in history and from the present day.
- To understand how historians learn about the past and construct accounts.
- To ask historically valid questions through an enquiry-based approach to learning to create structured accounts.
- To explain how and why interpretations of the past have been constructed using evidence.
- To make connections between historical concepts and timescales.
- To meet the relevant Early Learning Goals at the end of EYFS (reception) and the end of key stage expectations outlines in the national curriculum for History at the end of Key stages 1 and 2.

1. Legal framework

- 1.1. This Policy will have regard to the following statutory and non-statutory guidance: History programmes of study: KS1 and KS2.

2. Roles and responsibilities

2.1. The History Subject Leader is responsible for:

- Developing, resourcing and reviewing the school's History policy.
- Planning, instigating and monitoring teaching programmes.
- Liaising with colleagues, including the SENCO, to differentiate teaching programmes in accordance with the needs of individual pupils. • Working with other staff to teach the subject content.
- Keeping staff informed of visits and courses.
- Facilitating the assessment of children's work.
- Keeping up to date with current affairs and best practices regarding history. • Providing guidance, including INSET training to history staff, as part of their ongoing professional development.
- Celebrating and promoting the history curriculum and the work of pupils throughout the school

2.2. Staff will be responsible for:

- Contributing to the development of the History policy and teaching programmes, with the History Subject Leader.
- Developing schemes of work and lesson plans in line with the school's History policy and the objectives of the history curriculum.
- Facilitating the teaching of the history curriculum, including coordinating activities and resources within their year group.
- Assessing and recording pupils' progress and keeping the History Subject Leader apprised of this.
- Providing feedback to parents and carers on pupils' progress at parents' evenings and other meetings.
- Attending and contributing to any INSET days organised by the History Subject Leader.
- Keeping apprised of current affairs and best practices on their history curriculum and applying this to their schemes of work.

History curriculum planning

We use the Kapow history scheme which includes the National Curriculum as a basis for our curriculum planning in history. We have adapted this to enable us to use local resources and meet our pupils' needs. We ensure that there are opportunities for all pupils of all abilities to develop their skills and knowledge in each unit and we build planned progression into the curriculum so that the pupils are increasingly challenged as they move up the school.

Topics are planned to build upon prior learning. Pupils at all attainment levels can develop skills and knowledge in each unit.

4. History National curriculum (2014)

4.1 To ensure high standards of teaching and learning in history, we implement a progressive curriculum throughout the whole school, enabling all children to gain real-life historical experiences. Our history curriculum focuses on knowledge and skills stated in the National Curriculum which provides a framework outlining the knowledge and skills taught in each Key Stage which ensures that all pupils:

- Know and understand the history of the UK, and how it shaped the world, as a coherent, chronological narrative, from the earliest times to the present day.
- Know and understand significant aspects of the history of the wider world, such as ancient civilisations; empires and past non-European societies and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation' and 'parliament'.
- Understand historical concepts, such as continuity and change, cause and consequence, similarity, difference and significance, and use these to analyse.
- Understand the methods of historical enquiry such as using evidence to support arguments.
- Gain a historical perspective by placing their growing knowledge into different contexts, and understanding the connections between local, regional, national, and international history.

Key Stage 1

a. Pupils should be taught about:

- Changes within living memory and changes in national life.
- Events beyond living memory that are nationally or globally significant.
- 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

b. Pupils should be taught about:

- In relation to Britain; the Stone Age to the Iron Age, the Roman Empire, the Anglo-Saxons and Scots, the Vikings to the time of Edward the Confessor.
- The earliest civilisations.
- Studies on local history, an aspect of British history beyond 1066, Ancient Greece and another ancient civilisation.

History Curriculum Planning

Long-term planning – Planning in school has been mapped out and discussed following the Kapow History scheme of work for each Key Stage. Following this, each class teacher develops Knowledge Organisers which go on into pupils' books to support their knowledge.

Key historical concepts – To prepare pupils for their future learning in History, the scheme aims to introduce them to key substantive concepts including power, invasion, settlement and migration, empire, civilisation, religion, trade, achievements of humankind, society and culture. We recognise that these will strengthen the schema as the basis of all historical knowledge.

Learning sequence and repetition - A coherently planned and sequenced set of lessons is taught which builds on previous understanding to embed key concepts in the long-term memory. This repetitive approach ensures that historical concepts are weaved throughout every year group in order to encourage purposeful repetition to ensure the progressive development of historical concepts, knowledge and skills.

In Key Stage 1 and 2, units are organised around an enquiry-based question and children are encouraged to follow the enquiry cycle (Question, Investigate, Interpret, Evaluate and conclude, Communicate) when answering historical questions.

Over the course of the scheme, children develop their understanding of the following key disciplinary concepts:

- Change and continuity
- Cause and consequence.
- Similarities and differences
- Historical significance
- Historical interpretations
- Source of evidence.

These concepts will be encountered in different contexts during the study of local, British and world history. Accordingly, children will have varied opportunities to learn how historians use these skills to analyse the past and make judgements. They will confidently develop and use their own historical skill set. As children progress through the scheme, they will create their historical enquiries to study using sources and the skills they have developed.

Substantive concepts such as power, trade, invasion and settlement, are introduced in Key Stage 1, clearly identified in Lower Key Stage 2 and revisited in Upper Key Stage 2 allowing knowledge of these key concepts to grow. These concepts are returned to in different contexts, meaning that pupils begin to develop an understanding of these abstract themes which are crucial to their future learning in History.

The scheme follows the spiral curriculum model where previous skills and knowledge are returned to and built upon. For example, children progress by developing their knowledge and understanding of substantive and disciplinary concepts by experiencing them in a range of historical contexts and periods.

History in the Early Years (EYFS) – For EYFS, the scheme and activities allow pupils to work towards the Understanding the World Development Matters statement and Early learning goals, whilst also covering foundational knowledge that will support them in their further history learning in Key stage 1.

In EYFS, children explore the concepts of history by reflecting on key experiences from their own past, helping them understand that they each have their own histories. Then, they engage in activities to compare and contrast characters from stories, including historical figures, deepening their understanding of how individual lives fit into broader historical narratives. Children will further develop their awareness of the past in Key Stage 1 and will know where people and events fit chronologically.

There are two EYFS units focused on each of the history-related Development matters statements. These units consist of a mixture of adult-led and child-initiated activities which have been selected by the teacher to fit the reception class themes or topics.

The history curriculum in the EYFS enables children to:

- Talk about the lives of the people around them and their roles in society;
- Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class;
- Understand the past through settings, characters and events encountered in books read in class and storytelling.

In planning and guiding children's activities, our teachers constantly reflect on the different ways that children learn, and this is seen in their practice. It allows the teaching staff to provide all children with rich historical opportunities through playing, exploring and active learning. Children are continually encouraged to make meaningful connections in their learning.

Across the curriculum - In the school, history is taught both as a discrete lesson and as part of cross-curricular learning. When beneficial to both subjects, the history curriculum will provide opportunities to establish links with other curriculum areas. The integrity of the history curriculum is upheld and furthered through meaningful, purposeful connections.

Cultural capital - Children regularly access a range of resources to acquire learning through timelines, books, artefacts pictures and photographs. Regular educational historical visits from historical experts, parents and members of the wider community provide vital opportunities for children to enhance their cultural capital by integrating their knowledge into larger concepts and apply to the real-life world

6. Assessment

6.1 Assessment in history will be undertaken as part of a broader evaluation of pupil progress measured against National Curriculum assessment criteria.

Constantly monitor through both formative and summative assessment opportunities.

a. The History Subject Leader will ensure that assessment:

- Is embedded as an essential part of teaching and learning.
- Involves sharing learning objectives and success criteria with pupils.
- Aim to help pupils to know and recognise the standards they are aiming for.
- Involves pupils in peer and self-assessment.
- Provides subject-specific feedback which leads pupils to recognise their next steps and how to take them.
- Involves both teacher and pupils in reviewing and reflecting on assessment data.

6.2 End-of-year reports - Parents will be informed about their child's attainment in history during the summer term every year. Verbal reports can be provided during informal meetings with parents throughout the year.

7. Monitoring and Evaluation

a. The History Subject Leader will meet with the senior leadership team periodically to review and evaluate the history work within the school.

b. This policy will be reviewed every two years to ensure that it complies with the latest legislation, guidance and best practice – next Review is September 2026

