



Neville's Cross Primary School & Nursery

History Policy

Date of policy: January 2023

Review date: January 2025

'Neville's Cross is an inclusive family where all are nurtured to become creative, confident and resilient learners supported to reach their unique potential. Our children develop skills to become active and respectful members of our school, community and society and during their time at Neville's Cross, make memories to cherish.'

History is the study of mankind in the past and the way in which people interact with their environment at a given time.

History Intent

What is the aim of our curriculum?

At Neville's Cross, our aim is to provide a curriculum whereby learners are engaged and enthused with the people and events of the past and continue to develop the disciplinary skills needed to understand how the past has shaped the world we live in today. Through historical enquiry linked to our locality, we will provide our children with opportunities to develop strong connections to the rich, historical heritage of our region.

Historical study of a period, event, or significant individual is done so within the context of society and culture; this allows our children to develop cultural sensitivity and empathy. Our curriculum is planned so that learners have the opportunity to study the progression of attitudes towards diversity including race, gender and disability, across the ages. We aim for our children to leave Neville's Cross with a lifelong passion for history and the cultural capital they need to succeed in life.

Implementation

How will we do this?

EYFS

Across EYFS, a continual thread of conversation helps our children to embed the concept of past and present alongside carefully planned topics which begin to explore changes across time.

In Nursery, children begin by exploring changes in themselves, looking back at photographs and videos. Across the year, they re-visit special events and think back to different seasons, noticing how things have changed. In the Summer, they look at teddy bears from across different decades, noticing differences and similarities.

The teaching in Reception, again, uses topics which are familiar and relevant to the children, alongside stories and songs to focus on the past and present and changes over time, while also introducing topics (toys/seaside/transport) that will be studied in greater depth in key stages 1 and 2.

KS1 & KS2

Our curriculum is organised on a 2-year rolling program, and carefully planned so that children have opportunities to revisit and review prior learning whilst acquiring new knowledge and skills. History is taught in half-termly blocks, alternated with a Geography unit; wherever possible, links are made between the two subjects to deepen understanding.

Each History topic begins with placing the subject on an age-appropriate timeline, which references previous learning, and historical vocabulary is explicitly shared to ensure children are equipped with a practical tool kit to be a historian. History is taught as discrete lessons that are often supported by cross-curricular links (English/Art/Geography): by tackling history discretely, the children are more confident in understanding what constitutes a history lesson and the skills needed to be a 'historian'.

Each unit of study is introduced to the children within an enquiry framework. Within the topic, every lesson also has its own question, where a new concept, knowledge or skill is taught. Every child will have a 'Learning Journey' stuck in their book prior to the topic being taught. This will include: the enquiry framework; the 'sticky knowledge' we expect the children to have retained over the course of the topic; key vocabulary; and the enquiry focus of each lesson. These learning journeys will be referred to frequently at the beginning/end of lessons so the children can assess how the learning has helped to make an informed response to the overarching enquiry question.

In KS1, children are first taught about local history before exploring topics linked to the wider world; explicit links to local individuals are also made to ensure learning is meaningful to our children within the context of our school. Topics have been carefully chosen to allow progression and opportunities to revisit prior learning, whilst also introducing concepts that can be built upon in KS2.

In Key Stage 2, once children have developed a strong sense of past and present, periods of history are introduced in chronological order as much as possible. Across KS2, all topics are linked using common threads which allows for prior learning to be revisited and comparisons to be made, thus deepening their understanding of how our present has been shaped and solidifying the crucial knowledge we want them to retain.

Impact

What will the impact be and how will we measure it?

To gauge the impact of the history curriculum in our school, end of unit assessments are carried out in response to the enquiry frameworks. With younger children, these may be in the form of an end of topic quiz, a discussion, or annotated drawings, but should allow the child to draw on all the learning from the topic. Children should be allowed to use their books to help them with their 'assessment' just as historians would reference their work. Older children may answer their topic question in a number of different ways: written essay-style responses, debates, double-page spreads, video recordings and oral responses.

Teachers will date a child's learning journey if knowledge/skills have been achieved and record each child's achievement relating to ARE on a termly year-group tracker. Teachers will use these assessments to identify which knowledge has been secured and which has not, as well as which disciplinary skills are secure. This information can then be used to support further studies across school.

The Curriculum

Foundation Stage

In EYFS, History falls into the area of learning: 'Understanding the World', with the Early Learning Goals relating to children's understanding of the concept of past and present. Historical aspects of learning in this area of the curriculum include: Children will talk about past and present events in their own lives and in the lives of family members. They will discuss what other children do and don't enjoy and be sensitive towards this. They will show differences and similarities between themselves, and others, and among families, traditions and communities. Children will also learn about why certain events have taken place when appropriate, e.g. Remembrance, topical historical events etc.

At Neville's Cross, the children experience history through carefully planned topics and themes which are relevant to the context of our school and are an introduction to topics that will be taught in more depth further up the school. The children will be introduced and encouraged to use historical language using words in context with growing understanding. Historical language and discussions are introduced through stories, poems, songs, practical objects and artefacts.

As children progress, they will be encouraged and supported to think of and begin to answer their own questions. Children will record their work in a variety of ways appropriate to the age and stage of their

development. Drawings, paintings, tables of results, digital photographs, perhaps contributing to a classroom display. Relevant observations are recorded and uploaded onto Tapestry with the # history.

Key Stage One

In key stage 1, history is about the lives and lifestyles of familiar people in the recent past and about famous people and events in the more distant past, including those from British history. Children should start to show some awareness of a chronological framework by identifying events that happened recently and those of long ago.

Children will:

- Learn about changes within living memory, identifying how these changes have happened recently and may continue to change today
- Learn about and compare people of the past in the local and wider area who have had local, national and international impacts
- Learn about events that have happened beyond living memory, why we continue to learn about them and what impact they have had on today
- Begin to place different historical people, places and events into a mental timeline and understand that these have existed in the near and distant past
- Look for similarities and differences between life today and in the past
 - Begin to develop a variety of historical vocabulary relating to substantive and disciplinary knowledge
- Talk and write about what happened in key events and why people acted as they did;
- Find out about the past using different sources of information and representations.

Key Stage Two

In key stage 2, history is about developing a sense of identity through an increasing understanding of chronology and historical enquiry through both overview and in-depth studies of local, national and international topics. As the KS2 curriculum is essentially larger in scale, children will learn about the cultural values of people from the past to help understand their identities, the choices they made and the lives that they lived. Children will also start to construct informed responses to significant historical questions through the organisation of relevant information. Children will also start to ask their own historically valid questions about change, cause and significance.

Children will:

- Compare and contrast different periods of history and civilisations through a number of themes that run throughout KS2
 - Identify the impacts of people from the past on the world today and justify their legacies
 - Engage explicitly with disciplinary skills and concepts to delve deeper into their expanding substantive knowledge, focusing on continuity and change, cause and effect, significance and interpretation and sources of evidence
 - Contextualise the lives of people in British and world history relating to their cultures and experiences
 - Identify different people and periods of history and their 'place' within the long arc of time, noting connections and contrasts through substantive concepts such as trade, empire, tax and war
 - Carry out historical enquiries using a variety of sources of information and look at how and why the past is interpreted in different ways
- Language and communication Children will:
- Develop language skills through talking about their work and presenting their own ideas using sustained and systematic writing of different kinds;
 - Use historical language and draw maps, diagrams and illustrations to communicate historical information;
 - Read historical fiction and non-fiction and extract information from sources such as reference books, websites, videos and music
- Values and attitudes Children will:
- Learn about the experiences of people in the past, and why they acted as they did;

- Develop respect for and tolerance of other people and cultures;
- Learn how people in the past have changed the society in which they lived;
- Develop respect for evidence and the ability to be critical of the evidence;
- Develop an understanding of differing interpretations of the past and the complex nature of interpreting sources of evidence from the past.

Planning and Progression

The Medium-term plans have been adapted by the history co-ordinator alongside advice from a history consultant. The order and content of the topics, ensures progression across the key stages. Planning and resources are held in the History folder on Sharepoint and can be accessed by all staff. A progression of skills document is also available to help aid with planning and assessment.

Marking

Marking will follow the school's marking policy to maintain a consistent approach to presentation. After each lesson, the child's learning journey will be marked with an OA (objective achieved) if they have achieved the intended learning. At the end of the topic, when the child has completed an assessment piece related to the enquiry framework, feedback should be given that encourages them to think about how their work can be improved as a historian.

Monitoring and Assessment

Teachers will use the children's learning journeys, alongside other examples of evidence, to assess the level of knowledge and skills (as laid out in the medium term plans) a child has achieved. Children will therefore be judged as to whether they are secure, working within, working below or greater depth. This will be recorded on a termly year group tracker, which will be monitored by the subject co-ordinator. The subject co-ordinator will oversee the long term planning/medium term plans and subject evaluation for the subject. The range and quality of children's work will be monitored during the course of the year through book scrutinies and pupil voice (the children's Learning Journeys will be used to guide these pupil voice discussions.)

Special Educational Needs

Every child has access to a full and broad curriculum. Teachers plan with the whole class in mind, using engaging resources and an awareness of different learners: teachers will tailor learning to meet the needs of all pupils. Differentiated activities will be used where appropriate, and teachers will use our Quality First Teaching Policy as a guide for how to best support learners with SEND, or seek advice from the SENCo. When assessing children's attainment in history, thought must be given on how best to assess the child's knowledge and understanding: where literary skills are weak, for example, teachers may evidence learning as a discussion on Seesaw.

Resources

The school has a small supply of history resources and texts. The history lead will audit, collect, replenish, and organise resources specific to history.

Health and Safety

Visits and fieldwork are an essential part of the History Curriculum to encourage children to have a curiosity about their surroundings. We are so fortunate to live in such a historical enquiry we must encourage use of the local area and historic walks but in the built environment and in the countryside. Children learn through enrichment activities and these must be safe and well organised. The pupils must prepare well for the visit and on return use the new experiences to enhance learning in the classroom. Please see the Policy for Educational Visits for details.