



History Policy

Amendments made since last review Summer 2020 changed from creative policy to individual subject policies. Summer 2023 Policy amended to include 3 Is statements – Intent, Implementation and Impact	
Policy agreed / reviewed 10 th July 2023	Next review due Summer 2026
Signed on behalf of the Governing Body	Signed by headteacher

Intent

At Longton Lane Primary pupils experience a history curriculum which inspires, engages and provides opportunities for them to develop a thirst for historical knowledge and an understanding of how the past impacts on the present. History is by nature an investigative subject which develops an understanding of concepts, knowledge and skills. We seek to inspire in children a curiosity and fascination about the past and its influence on our lives today, promoting a sense of chronology.

Aims:

- to foster in children an interest in the past and to develop an understanding that enables them to enjoy all that history has to offer;
- to enable children to know about local and global history alongside significant events in British history and to appreciate how things have changed over time;
- to understand how Britain is part of a wider European culture and to study some aspects of European history;
- to have some knowledge and understanding of historical development in the wider world;
- to help children understand society and their place within it, so that they develop a sense of their cultural heritage and an awareness of cultural differences in other countries;
- to develop their speaking and listening skills as well as the confidence to ask questions;
- to develop in children the skills of enquiry, investigation, analysis, evaluation and presentation.

Implementation:

History is taught on a yearly basis in EYFS and on a two-year rolling programme in KS1 and KS2 to support mixed age classes in school. To support the children in developing a sense of chronology it is important that the class teacher has available a timeline to refer to regularly.

Progression is planned for across KS1, Lower KS2 and Upper KS2. History focussed key questions and a history vocabulary list are in place for each year group.

At the end of each half term, history knowledge is assessed in the form of 'sticky knowledge questions'. Staff use the history long term planning documents to plan medium and short term, which indicate learning intentions, vocabulary and linked activities that build knowledge and skills for the planned history theme. Short term planning allows for differentiation to be planned for in more detail or for any AfL that will take place. Teacher's history feedback and marking booklets support the process of immediate responsive teaching. Children present their history learning in exercise books that, through monitoring are expected to be of the same standard as other books such as English and Maths.

Broad Guidelines

- We use a curriculum overview constructed from National Curriculum objectives to ensure topics are curriculum compliant.
- Pupils are taught to use IT, as well as other primary and secondary sources, to research the past and to answer questions.
- Curriculum design allows for effective links with other subjects, particularly English and Geography.
- Our History curriculum celebrates the impact of significant individuals, including women and people of different race and culture.
- British values of respect, tolerance and democracy are threaded through our History curriculum.

- History is timetable each week, pupils learning journey is recorded in a History Book.
- To support chronological understanding at the start of each unit there will be a focus of placing the period that is to be studied on a timeline in relation to topics that have been taught in previous years
- At the end of the unit children will demonstrate their learning in an open-ended task that will include comparing the unit just studied to ones from previous years.
- Teachers use a variety of resources to plan units and learning points are captured within notebooks that are shared via the IWB with children.
- Whilst basic skills are a part of every lesson, they must not override the historical focus of any lesson.
- Each lesson must allow opportunities for pupils to use their speaking and listening skills.
- Progress and attainment is assessed in every lesson and feedback booklets record this, feedback in the next lesson will support the development of learning.
- Monitoring – the subject leaders will monitor History throughout the year using the following timetable
 - Autumn term: Notebook review linked to medium term plan, book scrutiny and data analysis
 - Spring term: Notebook review, data analysis against books and pupil interviews
 - Summer term: Notebook review and data analysis

Impact

Outcomes in history books and observed work in EYFS, will show a broad and balanced history curriculum, where children learn key skills and knowledge in a progressive manner and linked to the school's long term planning documents.

Children will review their successes in achieving history objectives and be able to answer key historical questions about the particular theme they are learning. History skills will be embedded alongside knowledge.

Learning will be broad and deep and cover the three main aspects of history identified in the school's non-negotiable statements (chronological understanding, knowledge and interpretation and historical enquiry) which in turn cover the national curriculum statements for each key stage.

More able children will be provided with similar learning in different contexts to enable them to extend their history knowledge and skills without necessarily 'moving on'. Where children are identified as not being on track for history ARE, teachers will support as needed.