



# 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.

Each History unit begins with an overarching question that all learning will support children to answer. 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 and success criteria which is shared with the children.

Children then focus on developing their understanding of chronology: this could be through discussion around a timeline, answering quick fire questions about time periods that come before or after another period studied or annotating periods of time onto a timeline.

Teachers will then share key vocabulary with the children and their definitions as we want our children to be able to communicate like historians.

Key knowledge and skills are then developed throughout the lesson with a focus on using historical sources of evidence to support their learning. Teachers will use questioning to develop children's understanding with pupils having opportunities to work independently to synthesise their ideas and knowledge.

Every lesson ends with children returning to the 'Big Question' and evaluating how the lesson they have been taught supports them in answering this.



## Planning and Resources

Each year group has a unit overview which shows the order in which the units should be taught. Within a unit, lessons are carefully sequenced so that they build upon knowledge the children have previously learned.

Where possible, children have access to the relevant historical sources of evidence to ensure every child can be involved. This will predominantly be through images and videos, however could also be physical replicas if they are available.



## 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 approximately six sessions which move from a shared starting point to a 'Big Finish,' where learning is showcased.

Where appropriate, links with other subjects are made.

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 lesson has clear success criteria and wherever possible, the work recorded in the children's exercise books will demonstrate their understanding towards these. This supports the teacher and subject leader to 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 current attainment or starting points. Lessons are planned to meet the expectations of each year group and adapted for the individual needs of the children. Children may also 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
- Improve the quality of provision in history for all pupils
- 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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