



History Policy

Reviewed:

September 2021



Intent

At Ryhill Junior and Infant school, we have a broad and ambitious history curriculum which is designed around our school context. We aim to teach our children about the history of where they live and how this has impacted on life today. Our History curriculum is designed to ignite children's curiosity about the past. We are determined that alongside historical knowledge there will be a high focus on the development of specific historical skills through discrete history lessons to ensure children know more and remember more.

History is delivered as a discrete subject and if relevant, cross curricular links are made, particularly links with British values, our values based learning and SMSC. However, teachers make it explicit to the children that they are learning history skills and encourage them to think like 'historians.'

Our history curriculum covers the skills outlined in the National Curriculum through broad, challenging and inspiring themes. Progression is planned in knowledge, skills and vocabulary so that pupils by the end of year 6 have the cultural capital to be successful in history in their secondary school. The progression grid carefully builds on prior learning so that children can make sense of the subject.

Pupils are encouraged to think like historians and develop their skills including historical enquiry. There is a strong emphasis on developing children's other skills such as understanding of chronology, interpretations of evidence, changes within a time and across time periods and cause and consequence.

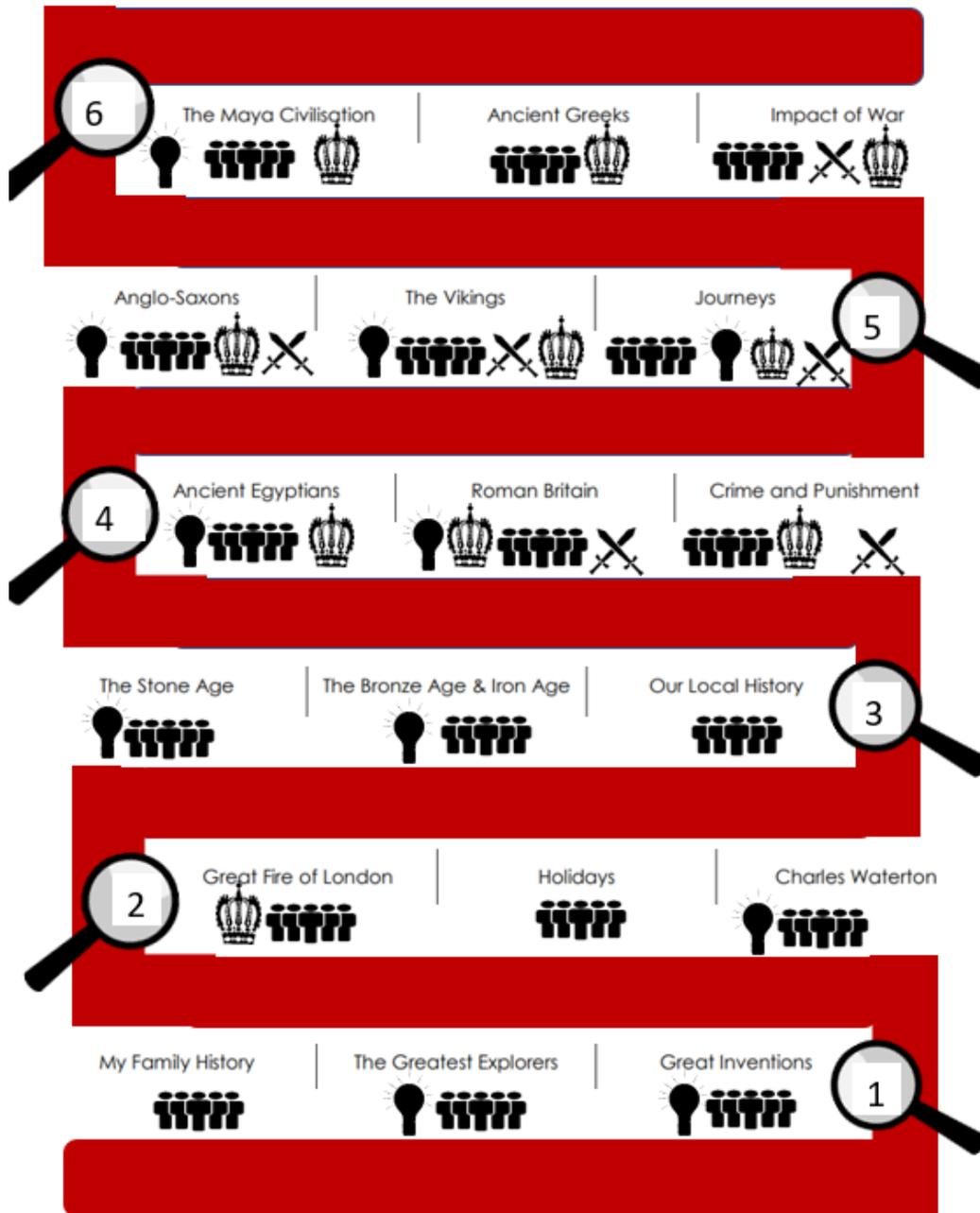
Our substantive concepts which are taught in our history units of work are the following:

- Invasion
- Empire
- Community
- Exploration and invention



These can also be seen in other subjects (see our key drivers). However, in history these are explored further. See the table below to see the concepts that are taught and where these appear in units of work. We aim for each concept to be revisited several times so that children can make links to prior learning and see how this is built upon.

History Key Concepts across school



Our disciplinary/second order concepts are below and can be seen clearly on our progression documents:

- Constructing the past
- Sequencing the past
- Change and development
- Cause and effect
- Significance and interpretation
- Planning and carrying out historical enquiry
- Using sources as evidence

Knowledge taught in one subject is explicitly reinforced and revisited in another subject and in subsequent years. Revisiting ideas and concepts in different, more challenging contexts in later units, using a variety of diagnostic assessments are all designed to help pupils remember content and integrate new knowledge into their evolving conceptual framework.

Implementation

Learning about history starts in our early years where our youngest children begin to make sense of their own life and family's history. Stories will be used to help make history relevant and meaningful with references made to key concepts. Our reception children will comment on images of familiar situations in the past and they will begin to understand chronology simply and use vocabulary linked to this.

The history, National Curriculum aims and objectives are carefully planned and covered across key stage one and two. We adhere to the statutory content and ensure all children have access to the age appropriate knowledge and skills within it. We have created progression maps covering each year group with the key concepts and vocabulary which will be taught. It is taught as a block of work over a period of two to three weeks. History is taught within a discrete theme through an enquiry question. Medium term plans ensure coverage of both the required knowledge and the subject specific skills. Individual sessions are planned to inspire, engage and challenge pupils in response to their needs.

Children are given a wide variety of experiences both in the classroom and out. We encourage school visits and visitors into school to enable the children to gain first hand experiences to support their learning. Opportunities are planned to study key historical people and their significance.

Children are involved in rapid recall quizzes to recap previous learning and vocabulary. During lessons children are exposed to history specific vocabulary and taught these through repetition. Flash cards are used to recap and reinforce previously taught vocabulary. Vocabulary from previous units are displayed in classes so this can be recapped regularly. Our bespoke knowledge organisers are shared with parents and used with KS2 children to help them learn key facts, understand the timeline of events and learn ambitious vocabulary.

History teaching focuses on enabling children to think as historians. We place an emphasis on examining historical artefacts and primary sources as much as possible. We recognise and value the importance of stories in history teaching and we regard this as an important way of stimulating interest in the past. We focus on helping children understand that historical events can be interpreted in different ways and that they should always ask searching questions, such as 'how do we know?' about information they are given.

Our lessons will include some of the following elements:

- An enquiry question
- Vocabulary share
- Get in role – aiming high

- Recap of prior learning (previous unit or previous work from current unit) through questioning and quizzes
- Link to key concepts
- Application of maths, literacy, IT
- Historical knowledge and skills (see above)
- Knowledge organisers
- Ongoing assessments

We recognise the fact that in all classes there are children of widely-different abilities in history and we seek to provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. All children are included in learning about history

Our most able children in history will:

- have secure knowledge and understanding of a unit of work and the ability to utilize this when studying other units of work and within other subjects
- have a grasp of the 'big picture' in history and of historical concepts
- complete tasks confidently, independently utilizing models with some originality
- make links between new and existing knowledge and identifies patterns and themes
- utilises a range of sources of evidence to reach valid conclusions
- communicate their knowledge effectively to others using appropriate historical terminology.

To ensure all our children with SEND can access the history curriculum we will:

- pre-teach some of the vocabulary so they are familiar with new words and their meaning
- share knowledge organisers with parents and carers as well as with children in lessons so they can see key vocabulary, knowledge and key concepts for the unit of work
- scribe or record for children so literacy is not a barrier to their learning

We assess children's work in history by making informal judgements as we observe them during each history lesson. On completion of a piece of work, the teacher marks the work and comments as necessary, as part of the marking policy. We use low stake quizzes to test children's retention of facts. Two page spreads are also used to help assess what our children have remembered such as key facts and dates. It can also show the children's understanding of key concepts such as chronology and cause and effect. Teachers will assess every term against the key concepts using the above evidence and will then use this data to inform them of who needs support in different concepts during the next unit of work.

Impact

Pupil voice will show:

- A developed understanding of the methods and skills of historians at an age appropriate level.
- A progression of understanding, with appropriate vocabulary which supports and extends understanding.
- Confidence in discussing history, their own work and identifying their own strengths and areas for development.

Our books will show:

- Pupils have had opportunities for practice and refinement of skills.
- A varied and engaging curriculum which develops a range of historical skills.
- Developed and final pieces of work which showcase the skills learned.
- Clear progression of skills in line with expectations set out in the progression grids.
- That pupils, over time, develop a range of skills and techniques across all of the areas of the history curriculum.

Our monitoring will show:

- Subject leaders will collate appropriate evidence over time which evidences that pupils know more and remember more.
- Monitor the standards in the subject to ensure the outcomes are at expected levels.
- Provide ongoing CPD support based on the outcomes of subject monitoring to ensure that the impact of the curriculum is wide reaching and positive.