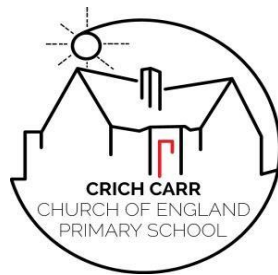


Crich Carr Church of England Primary School



HISTORY

SUBJECT Policy (V1)

January 2024

What is history?

History is a study of the past. History helps us to understand the complexity of people's lives, reasons for change, the diversity of societies and relationships between different groups, as well as our own identity and the challenges facing us right now.

SECTION 1 - INTENT:

A high-quality history education will help pupils gain a coherent knowledge and understanding of Britain's past and that of the wider world. It should inspire pupils' curiosity to know more about the past. Teaching should equip pupils to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. History helps pupils to understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time.

National Curriculum 2014

The National Curriculum for history aims to ensure that all pupils:

- Know and understand the history of the United Kingdom as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world.
- Know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind
- Gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'.
- Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses.
- Understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed.
- Gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.

Therefore, at Crich Carr CofE Primary School, we aim to develop children's chronological understanding of key events through history; deepen their knowledge and understanding of key people and time periods they have studied throughout history and understanding of how history (both in Britain and further afield) have influenced our lives today. We will aim to teach children to think as young historians – weighing up the accuracy of a wide range of sources.

SECTION 2 - IMPLEMENTATION:

a) Planning

- A history intent document, developed from the National Curriculum, informs long term planning in each class.
- A long-term planning overview of whole-school termly themes is developed from the intent document and given to class teachers.
- Topic planning should follow the whole school themes.
- The class teacher will develop a knowledge organizer; this can be developed together with the children reflecting the choices made to follow interests during the unit. Knowledge should be reinforced during the unit by frequent retrieval exercises. The knowledge organizer details the core knowledge that each pupil is expected to retain in their long-term memory.
- A knowledge organiser should only include precise facts, figures, and vocabulary relevant to the topic that children are expected to remember – core knowledge.
- At the start of each unit, a medium-term plan is developed by the class teacher to document core knowledge and skills to be taught in that unit.
- The medium-term plan may start by covering prior learning and move on to end of unit expectations. The content of the medium-term plan is decided upon by the class teacher but must include knowledge, skills and vocabulary as stated on the history intent document.
- The medium-term plan may include learning challenges from other subjects that tie in with the history objectives.
- Short-term planning is normally in the form of Power Point or Smart Flip Charts, as well as the resources the children will use during the lesson.
- Planning takes into account the needs for children to develop historical enquiry skills, knowledge acquisition and understanding of chronology.

b) Format of a unit

- Pre-learning tasks are used for all children at the start of a unit of history. These are closely linked to the initial medium-term plan and knowledge organiser. The outcomes of the pre-learning should inform planning.
- Sometimes, pre-learning tasks will assess historical enquiry skills.
- The medium-term plan and knowledge organiser are shared with pupils at the start of a unit.
- When introducing a new time period, person or event, teachers show the time period on a timeline of events that children are already familiar with to help them to understand where in time the event, person or period occurred. School timelines are used to help children to understand the chronology of events.
- History should primarily be taught in an investigative way, developing historical inquiry skills. Each unit should have a skills focus, eg evaluating primary sources or artefacts or illustrations. The children should be taught to observe, evaluate and interpret these sources. Learning should then be supplemented through the use of carefully selected secondary sources.
- Short-term planning follows the learning journey, building on prior knowledge and skills and introducing new knowledge and skills.
- Post learning tasks are carried out at the end of the unit to celebrate progress and identify any gaps in learning. Results are collected by teachers.

c) Format of a lesson

- Memory – all lessons start with a ‘Can I still?’ activity to check prior learning. This should be from the current and previous knowledge organisers.
- Teachers assess memory and learning during can I still activities and adapt teaching accordingly.
- Reminder – ‘what is history?’ is at the start of most lessons.
- The knowledge organiser is shared alongside the lesson’s learning challenge and key facts linking to the lesson are shared. New vocabulary is also shared.
- Contextualize learning by referring back to the previous lesson and linking to the current lesson e.g. “Last week we... today we will...”
- When children get their books back, they should have time to respond to any feedback and corrections.
- A learning challenge and date is written or stuck into books.
- Whiteboard work and discussion is often used and allows teachers to make formative assessments.
- Pupils are given regular chances to discuss their learning and explain their ideas. This may be in the form of challenge and support.
- Differentiation and adjustments are in place to support all to achieve expected level. Challenge and support. Consideration of SEND. This may include extra challenges, resources, TA or teacher support and peer coaching.
- Children in KS2 regularly reflect on their learning. In KS1 this is done through discussion.

d) Pupil outcomes and books

When looking in any topic book, the following should be evident:

- Topic front cover
- Pre learning task
- Knowledge organizer
- Sources used as the basis for each lesson
- Learning challenges and date recorded for each lesson and underlined. This may be printed onto a worksheet.
- Evidence of revisiting prior learning and core knowledge regularly.
- Evidence of chronological understanding within a unit.
- Evidence of using enquiry skills to find out about a person, place, event...
- Sequential learning focused on core knowledge, skills and intent.
- Progress is clear over time.
- Older children should also evaluate their own progress at the end of a unit.

e) Marking and feedback

- All work should be marked in line with the marking policy.
- Marking can be verbal or written. Verbal feedback should be recorded using VF in books.
- If a child has same day intervention, a sticker to show this is stuck in their book.
- Pupil premium children should receive enhanced and regular feedback.
- In some cases, children may mark their own work in order for them to gauge their own level of understanding. This work should be seen by the teacher and acknowledged with a tick.

- Marking should include non-negotiables for spelling, punctuation and grammar, as well as reflective feedback to further or consolidate learning.

f) Assessment

- Can you still activities provide an opportunity to check retention of core knowledge each lesson. This is reflected on by the class teacher and lessons and support are adapted accordingly.
- Pre and post learning task results are reflected upon to measure progress. Teachers use the results to inform further planning and support, as well as to plan further retrieval exercises.
- At the end of a unit, we will assess and record assessment of children who are very secure at the expected standard and the children who are not secure at the expected standard.

SECTION 3 - IMPACT

Monitoring and evaluation activities are done termly by the subject leader. This may take the form of the following:

- Lesson observations
- Whole school book looks during a staff meeting at the end of each term.
- Assessment Data
- Pupil Sample
- Professional Dialogue
- Pupil Voice
- Staff audit of confidence / knowledge
- Learning walk – e.g. environment audit

Key question – is progress made over time?

Do children know what the subject is and why we study it?

Have children retained what was intended?

Do children enjoy lessons in this subject?

SCHOOL AND CLASS ORGANISATION

Planning

The National Curriculum (2014) and OUR Curriculum are used to:

- **set clear achievable goals**
- **ensure that work is matched to pupil's abilities, experience and interests**
- **ensure progression, continuity and subject coverage throughout the school**

History planning takes the form of:

- **Long term (multi-year cycles)**
- **Medium term termly**

How we cater for pupils who are more able

Where possible more-able pupils will be taught with their own class and stretched through differentiated group work and extra challenges. When working with the whole class, teachers will direct some questions towards the more-able to maintain their involvement. As well as drawing on materials from later key stages or higher levels of study, teachers

may plan further differentiation by extending the breadth of study. Very occasionally special arrangements will be made for an exceptionally gifted pupil e.g. they may follow an individualised programme with more challenging problems to tackle.

Pupils with special educational needs and individual education plans

Teachers will aim to include all pupils fully in their History lessons. All children benefit from participating and watching and listening to other children demonstrating and explaining their ideas. However a pupil whose difficulties are severe or complex may need to be supported with an individualized programme in the main part of the lesson.

Equal opportunities

All pupils will have equal opportunity to reach their full potential across the History Curriculum regardless of their race, gender, cultural background, ability or of any physical or sensory disability.

Resources

School has a supply of appropriate primary and secondary resources for the teaching of each topic which are stored in the resource area. If you wish to purchase additional resources for the teaching of a topic please discuss with the subject leader and headteacher.

There are also online resources that can be used in conjunction with the ones in the resource room. These include:

[Historical Association – the UK national charity for history https://www.history.org.uk/](https://www.history.org.uk/)

National Archives Education <https://www.nationalarchives.gov.uk/education/>

British Museum [Schools | British Museum https://www.britishmuseum.org/](https://www.britishmuseum.org/)

The Role of the History Leader

The role of the subject leader is more fully described in the relevant job description and is monitored by the Head Teacher.