



## History Policy

### Introduction

At Allerton C of E Primary School we are committed to providing all pupils with learning opportunities to engage in history. This policy reflects Allerton C of E Primary School's values and philosophy in relation to the teaching and learning of history. It sets out a framework within which the teaching and non-teaching staff can work, and outlines planning, teaching and assessment.

### Vision

In history, pupils use their enquiring mind to gain a knowledge and understanding of Britain's past and that of the wider world. They understand the impact of the resilient spirits of significant individuals and how they have influenced key turning points in history. Through their historical enquiry, pupils will be curious to know more about the past and how events have shaped us and are continuing to do so, resulting in a desire to delve deeper. Pupils take responsible steps to ask questions, think critically, weigh evidence, sift arguments and develop perspective and judgement. They will learn to understand that having an open heart means valuing the process of change, the diversity of societies and relationships between different groups. Understanding all the above will give pupils the tools to support their helping hands in constructing their own personal identity, enabling them to find their place in the world.

All pupils are encouraged to think like an ACE historian in order to make natural links and schema. Our curriculum planning allows pupils to gain a progressively deeper understanding and competency as they develop upon their historical knowledge and skills.

### Implementation

History has been planned according to the National Curriculum and is taught in each year group.

Elements of history are delivered to Reception pupils, through the Foundation Stage Curriculum (Understanding of the World) and are incorporated into the topics.

Throughout school, history topics begin with a hook or enquiry based question to ensure that the pupils are instantly engaged with their learning. Some elements of history are taught with a cross curricular approach, providing a range of opportunities for all pupils.

Pupils develop an understanding of big concepts within the discipline of History, allowing them to think like an ACE Historian. These concepts will connect and build upon each other and have been tracked through our ACE Curriculum.

The historical concepts have been divided into two; those that are subject discipline concepts and those that are content concepts.

### Subject discipline concepts

- Continuity and Change
- Chronology

- Cause and Consequence
- Similarities and Differences
- Significance and Impact
- Contestability, Historical Interpretation & Historical Perspective
- Empathetic understanding

### **Content Concepts**

- Invasion
- Empire
- Parliament
- Power
- Civilisation
- Democracy
- Culture
- Achievements
- Peasantry

We believe approaching the ACE History provision within the ACE curriculum through a combination of GEN and SKILLS (leading to Knowledge) will establish greater rigour and clarity around teaching of historical content and pupil's learning. This will enable pupils to build upon prior knowledge in a meaningful, sequential and concise manner, leading to a greater understanding of key historical concepts and recall of historical knowledge. This, along with carefully curated Long and Medium Term Planning, should empower and inspire ACE pupils to be ACE Historians for life.

In the classroom you will see:

- An enquiry question that drives the learning and skills throughout the unit of work.
- An exciting hook which instantly engages the pupils in their learning.
- A cross curricular approach which is often employed providing opportunities for reading, writing and maths as well as dance, drama, art and music, allowing pupils to assess the significance and impact of a person, event or period.
- Timelines being incorporated into learning effectively and purposefully within a historical unit to develop a secure chronological understanding.
- Appropriate use of artefacts and sources to inspire a curiosity and enquiring mind about the past providing opportunities to assess continuity and change throughout history.
- Pupils will ask questions to deepen their understanding of the causes and consequences of events, decisions and developments and assess the impact this had on society.
- Teachers will reference previous learning so that a better understanding of the historical context can be gained and pupils can make similarities and differences.
- Pupils consider why events took place and why individuals acted in a particular way, which develops an open heart.

KS2:

- Pupils will understand that there are different versions of the past and people have different views and experiences. They will begin to question why there are contrasting interpretations of significant events and how they have been constructed.

Further provisions could include:

- Knowledge organisers that are actively being used in classrooms.

- Displays which are relevant to current history topics and historical vocabulary is evident, which allows pupils to confidently and accurately apply this in their own discussions and work.
- Use of practical resources and activities to embed historical knowledge and skills.
- Visitors and visits to inspire a love of learning and deepen understanding.

## **Resources**

The resources for each history topic are kept with the relevant Key Stage and all staff have access to these resources. To supplement this, all teachers have access to high quality and useful online resources collated by the subject leaders.

## **Assessment**

Formative assessment is used to guide the progress of all pupils in history. A class record sheet is completed at the end of each history topic, which involves the identification and progression of a child's attainment. The skills pupils are assessed against are:

- Chronological Understanding
- Historical Interpretation
- Historical Enquiry
- Organisation and Communication

Pupils will either be assessed as: below; towards; at; or working above the year group expectation.

## **Monitoring**

Monitoring takes place regularly through sampling of pupils' work, teacher planning, book scrutinies, learning walks and pupil interviews.

## **Subject development**

The history leaders are responsible for the following:

- Supporting colleagues in their teaching of history and the development of the subject.
- Identifying key strengths and areas for development.
- Ensuring teachers are familiar with the policy.
- Making bids for resources.
- Purchasing the resources and allocating to year groups.
- Updating personal knowledge of history and the quality of the curriculum provision.
- Monitoring pupil's progress through the inspection of recorded work.
- Monitoring educational visits which support the history curriculum.

### **Review**

This history policy is a working document. It will be reviewed by the history leaders in the light of guidance, training or changes in legislation, or at the request of a member of the school community. Any amendments will be agreed by the Curriculum Lead and Head Teacher.

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