



History Policy

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1. Subject Statement

Intent

- Our history curriculum aims to ignite a lifelong passion for learning about the past. We strive to create inquisitive young historians who can critically analyse evidence, construct informed arguments, and understand the complex interplay of people, events, and ideas across time. Through engaging and rigorous learning experiences, we will foster a deep appreciation for the diversity of human experience and the enduring impact of historical events on our world today.
- By fostering a love of history, we aim to empower our pupils to become informed and engaged citizens who can make sense of the world around them and contribute positively to society.

Implementation

We will implement a coherent and progressive history curriculum that builds upon prior learning and deepens understanding across key stages. Our teaching will be inquiry-based, encouraging our pupils to ask their own questions and investigate the past through a range of primary and secondary sources. We will provide rich and varied learning experiences, including:

- Historical investigations: Children will conduct research projects, analyse artifacts, and create timelines to develop their understanding of historical periods and events.
- Role-play and reenactments: Engaging in historical simulations will help children empathise with people from the past and understand their perspectives.
- Visits to museums and historical sites: Real-world experiences will bring history to life and provide opportunities for hands-on learning.

- Guest speakers: Experts in history will share their knowledge and insights, inspiring children to delve deeper into specific topics.
- Creative expression: Children will express their learning through a variety of mediums, including writing, art, drama, and music.

Impact

As a result of our history curriculum, our pupils will:

- Develop a secure knowledge and understanding of significant historical events, people, and periods.
- Interpret and evaluate historical evidence critically, drawing reasoned conclusions.
- Communicate their historical understanding confidently and creatively.
- Understand the impact of historical events on individuals, societies, and the world.
- Develop a sense of curiosity and empathy for people from different times and cultures.
- Appreciate the value of history in understanding the present and shaping the future.

2. Teaching and Learning

- The history curriculum is mapped to ensure alignment with the national curriculum in both subject content and stated programmes of study.
- Key knowledge has been identified in our knowledge organisers which are available in children's books and on teacher's slides for children to refer to daily.
- Key skills have been informed by the stated programmes of study and teachers use these to ensure progression through the year groups.
- Lessons are planned using composite and component questions to enable children to answer questions about their topic. Children work to answer their component questions over the term to answer a larger question by the end of the topic. Children will develop their enquiry skills and develop the ability to analyse, question and compare sources of evidence to form their own judgements about the past. The organisation and implementation of the history curriculum will help children to foster an enthusiasm and sense of curiosity about the past.
- All KS1 and KS2 classrooms have a knowledge organiser in their topic books and slides which is used to develop chronological understanding. These are referred to at the start of each topic and each lesson.
- As part of the introduction to each new history topic, teachers review what the children know already and identify what children would like to learn, to inform the programme of study so that it takes account of children's interests.

- A working wall will be used to support and celebrate learning, throughout each unit of work and this will also be used to support the acquisition of key knowledge and the accurate use of key vocabulary. Working walls are updated termly. They also contain a timeline to show the chronology of the period of time which the children are currently studying and previous topics.
- The learning objective and success criteria are shared at the beginning of the lesson and reviewed by children at the end. Children and the teacher assess the learning objective using the assessment grids at the back of the children's books to identify next steps and set targets.
- Key knowledge is reviewed by the children using assessment grids and rigorously checked and consolidated by the teacher at the end of each unit of work.
- Learning outside the classroom is planned for and embedded in practice and this, as well as the key knowledge and skills, is progressive throughout the school.

3. Assessment

- Assessment for learning is continuous throughout the planning, teaching and learning cycle. It is supported by use of the following strategies:
- Observing children at work, individually, in pairs, in a group and in class during whole class teaching.
- Using differentiated, open-ended questions that require children to explain and unpick their understanding.
- Providing effective feedback, including interactive marking to engage children with their learning and to provide opportunities for self-assessment, consolidation, depth and target setting.
- Book moderation and the monitoring of outcomes of work, to evaluate the range and balance of work and to ensure that tasks meet the needs of different learners
- Use of the knowledge harvest grids at the beginning of each topic
- Child and teacher review using assessment grids at the end of each lesson

- Teachers use the assessment grids to determine whether a child is meeting ARE expectations in History. The teacher awards a child a corresponding colour which is highlighted in the child's book at the back of the topic books on the assessment grids 'Believe' Orange (below ARE) 'Persevere' Green (Just below ARE) or Pink 'Achieve' (ARE). The teacher uses these judgements and analyses the percentage of ARE children in the class. These percentages are tracked on a school curriculum document to ensure children at Coomb Briggs Primary Academy are in line with National averages.

4. Planning and Resources

- Existing history resources are stored centrally in the Resource Area.
- Class teachers are encouraged to have a topic table for each of the history schemes of work where books and other artefacts are displayed and easily accessible for children, alongside the history working wall. Teachers have identified the key knowledge that is being taught, as well as the skills that are being developed across each topic. These are identified on the composite and component progression map.
- Teachers provide a topic overview, which also states the key vocabulary for the unit and this is displayed on the school website and sent to parents. The programme of study and the explicit links to the 2014 National Curriculum are highlighted. Cross curricular links are also identified.

5. Organisation

- The history curriculum will be delivered as part of a cross curricular curriculum. This allows children to enhance their knowledge of history and develop related skills through focused daily learning.
- This model also promotes the children in being able to achieve a greater depth of understanding of each topic.
- The History Knowledge and Skills Progression Map documents the extent to which knowledge and skills are progressive. This also ensures that the history curriculum utilises cross curricular links, which are also mapped, as well as how the context of the school and its location are considered at planning level.

6. EYFS

- Early years explore historical themes in line with the EYFS framework. The key knowledge and skills in reception provide the foundation to those identified in phase 1 and specifically Y1.
- Children are assessed according to the Development Matters Attainment targets.

7. KS1 and KS2

- During Key Stage 1, children begin to develop an awareness of the past, using common words and phrases relating to the passing of time. They start to know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods.
- They demonstrate a growing confidence and accuracy when using commonplace historical vocabulary. Through literacy and drama, children become able to ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events.
- Children start to use, and begin to evaluate, some of the ways in which we find out about the past and identify different ways in which it is represented.
- Children are taught to identify changes within living memory, by examining how toys and entertainment have changed within living memory and what this reveals about changes in national life.
- Children also investigate events beyond living memory, to develop a growing sense of chronology and awareness of time and changes over time (including technological advances). As part of this focus children will study the Great Fire of London.
- Children will also study the lives of significant individuals in the past who have contributed to national and international achievements; the specific individuals studied will link to and support cross curricular work.
- In KS1, the curriculum is delivered in cycles where the children learn about significant time periods, including the Victorians, early inventions of different modes of transport and significant explorers from around the world.
- Children will learn about significant individuals during the time of the great fire of London, including Samuel Pepys, the Gunpowder Plot and Florence Nightingale.

- As part of our study of significant historical events, people and places in their own locality, we will look at the history of the fishing industry in Grimsby and how our local ports were used during the second world war.
- Throughout Key Stage 2, pupils continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study.
- This sense of understanding of chronology will be referred to throughout this Key Stage so that children become secure in their understanding of important historical events and eras, trends over time and develop the appropriate use of historical terms.
- Children will regularly address and be encouraged to devise historically-valid questions about change, cause, similarity and difference, and significance.
- Children will learn to select, organise, review and present relevant historical information. Children will begin to understand how our knowledge of the past is constructed from a range of sources and that sources need to be carefully evaluated.
- Progression, through this Key stage, will allow pupils to understand both the long arc of development and the complexity of specific aspects of the content.
- During this Key Stage, children are learning about the changes that happened in Britain from the Stone Age, through the Bronze Age to the Iron Age. They will also learn about the Roman Empire and its impact on Britain; both in the short term and to the present day.
- This study will be followed by an investigation of Britain's settlement by the Anglo-Saxons and Scots culminating in a study of the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor.
- We will study these periods of history in a broad chronological order, to help support children's understanding of chronology and trends over time.
- We will study the impact of World War II and the Blitz on the local community, showing how several aspects of national history are reflected in the locality.
- Children will also explore the theme of Monarchs then and now, examining the changing power of monarchs over time.
- In addition to this focus on British history, we will study the achievements of the earliest civilizations, giving children an overview of where and when they first

appeared and also the opportunity to study in depth early civilizations including The Romans and Ancient Egypt.

- Once again, specific in-depth studies have been selected to enable and ensure effective and enriching cross curriculum links.
- Children's study of ancient civilisations will be extended by investigation of Ancient Greece, where children will study Greek life, the major achievements of this society and its influence on the western world.
- To further complement children's understanding of society, children will study early Islamic civilization as part of their learning of a non-European society that contrasts with British history.

8. Equal Opportunities

- At Coomb Briggs Primary Academy, we are committed to providing a teaching environment which ensures all children are provided with the same learning opportunities regardless of social class, gender, culture, race, special educational need or disability.
- Teachers use a range of strategies to ensure inclusion and also to maintain a positive ethos where children demonstrate positive attitudes towards others.
- Support for specific individuals is well considered and planned for, with consideration given to how greater depth and further challenge can be provided for and demonstrated by children who require further challenge.

9. Inclusion

- All pupils are entitled to access the history curriculum at a level appropriate to their needs. To ensure inclusion, teachers use a range of strategies in line with the school's inclusion planning key. Independent tasks, as well as teaching, are also well-adapted to ensure full accessibility; these are designed and selected to provide appropriate challenges to different groups of learners.
- The school makes full use of additional adults who are deployed effectively to ensure that identified individuals and specific groups of children are able to make progress according to their full potential.
- The wide and varied range of learning experiences, including access to paces of historical significance in the immediate and wider locality, as well as bespoke

workshops, ensures a broad, balanced and enjoyable history curriculum that considers all learners.

10. Role of the Subject Leader

The coordinator's responsibilities are:

- To ensure a high profile of the subject
- To ensure a full range of relevant and effective resources are available to enhance and support learning.
- To model the teaching of history
- To ensure progression of the key knowledge and skills identified within each unit and that these are integral to the programme of study and secure at the end of each age phase.
- To monitor books and ensure that the key knowledge and, where applicable, key skills, are evidenced in outcomes
- To monitor planning and oversee the teaching of history.
- To lead further improvement in (and development of) the subject, as informed by an effective overview of the subject
- To ensure that the history curriculum has a positive effect on all pupils, including those who are disadvantaged or have low attainment
- To ensure that the history curriculum takes account of the school's context, promotes children's pride in the local area and provides access to positive role models from the local area to enhance the history curriculum.
- To ensure that approaches are informed by and in line with current identified good practises and pedagogy and to attend regular opportunities for CPD
- To establish and maintain existing links with external agencies and individuals with specialist expertise to enrich teaching and learning in history.

11. Parents (Including Homework)

- The support that parents and carers provide in supporting their children at home with homework is recognised and valued.
- Teachers may choose to give history homework tasks. These are well communicated and have a clear purpose, often providing children with the means to research and explore a topic to support their classroom work.