



History Curriculum Policy

Approved by Governors:	Date: May 2024	
Signature of Governor:	Name:	Signature:

History Policy

Intent

Our History curriculum aims to ensure learning is effective, exciting and relevant to our children. We aim to stimulate children's interest and understanding of the lives of people who lived in the past and the influences of history and historians on the future. Our young historians learn about people from the past that are relevant to them and their experiences, as well as people and periods of history that will widen and expand their knowledge of the world and people around them, and allow them to have a comprehensive understanding of the world that we live in today. Our aim is to develop a sense of identity and cultural understanding based on their historical heritage – learning the value of multicultural Britain. Our children learn a sense of chronology, understand the influence of significant events today, know how they fit within history and develop enquiry skills.

Implementation

History teaching focuses on enabling children to think as historians. We study timelines for chronology, examine historical artefacts and analyse primary and secondary sources. As children move through school, their historical knowledge expands; local history (Nottingham) is taught in Y1, this knowledge is built on in Y2 as the focus transitions towards the United Kingdom and the wider world as they move through to KS2. History is taught chronologically across KS2 and all history learning is placed on a timeline to reinforce the chronology of events. Children have the opportunity to visit sites of historical significance and talk about the past with adults who may have experienced it or have extensive knowledge of a period in time. We teach children to ask questions about historical events, understand that they can be interpreted in different ways and understand why different events may be viewed from varying perspectives. Our history curriculum aims to enhance children's understanding of the world around them and the different cultures. We study a diverse range of individuals throughout the curriculum and foster an understanding of their impact on society today. Black History Month is celebrated and studied across school, with each class focusing on key influential individuals.

Adaptive Teaching

To ensure history is accessible for all, children are given opportunities to showcase their learning in a variety of ways (including but not limited to: both verbal and using technology, posters, quizzes and showcases to parents); mixed-ability pairings are used across school, open-ended tasks are set and where appropriate, learning and outcomes are differentiated to meet the needs of the children.

History Curriculum Planning

History is planned using an integrated wider curriculum approach. Classes have an over-arching question (predominantly for a half term, but longer where necessary) which links to the learning which will take place in that half term.

Teachers identify the knowledge and skills they would like the children to leave their lessons with (using information from the National Curriculum, knowledge path and skills ladder), ensuring that the learning reflects these and providing opportunities for children to practise. Some half terms have history as the curriculum driver for that half term and a balance is maintained across subjects.

Knowledge organisers are created by teachers and are at the beginning of each unit in every child's book. These include key vocabulary, key knowledge and a timeline. This allows children to refer back and supports the change in long term memory.

Foundation Stage

History is taught in the Foundation Stage as an integral part of the work covered throughout the year. Continuous provision ensures that the Early Years outcomes and goals underpin the curriculum. History develops children's knowledge and understanding the world around them. Children learn about the past and present in their own lives and those closest to them. Historical language and understanding of chronology is shared through stories and discussions of their own experiences, as well as shared experiences.

History and the curriculum

English – History contributes significantly to promoting the skills of reading, writing, speaking and listening. Some texts used in Shared Reading and as class books are historical. Children develop oracy skills through discussing historical questions, presenting findings and explaining inferences. Children write using historical focuses for a range of purposes, such as: reports, biographies, diaries, letters, recounts, narratives and presentations.

Maths – History teaching contributes to the teaching of mathematics in a variety of ways. Children learn to use numbers when developing a sense of chronology using timelines, they interpret data and information presented to them in graphs and diagrams and are taught to understand time periods through the year 0, as well as using Roman Numerals.

Computing – Computing is regularly integrated into the history curriculum through the use of using technology to present findings, research information, create written reports and presentations, record video diaries (vlogs) of periods in time, and photograph images.

Art – Art is studied in history through building knowledge and recreating art techniques used in the time period (e.g. mosaics), studying artists from significant periods in history and influences in today's society, and recreating art showcasing significant events in history (e.g. the Blitz).

Design and Technology – History contributes to the teaching of Design and Technology through use of historical themes where appropriate, such as designing, creating and building Anderson Shelters (WWII), the Pyramids (Ancient Egyptians) and Fire Engines (The Great Fire of London).

Religious Education – History contributes to the teaching of Religious Education through examining the impact of religion on society and the different religions across periods in history.

Geography – Geography is integrated in history teaching as children locate the areas studied in history on a map, examine why countries may have been invaded using geographical knowledge and discuss climates of regions studied.

Science – Significant scientists and individuals are studied in Science, world and changing views are discussed and examined.

RSHE - History helps children develop self-confidence by having opportunities to explain their views on a number of social questions. They discover how to be active citizens in a democratic society by learning how laws are made and changed, and they learn how to recognise and challenge stereotypes and that racism is a harmful aspect of society. They learn how society is made up of people from different cultures and develop tolerance and respect for others. The history programme of study enables children to understand that Britain's rich cultural heritage can be further enriched by the multi-cultural British society of today. We aim to incorporate BAME experiences into our teaching of history.

Assessment

At the end of each historical unit, children are assessed through quizzes – this is mainly done using Socrative (an online quiz software). Children are also assessed during the lessons, through assessment for learning, teacher assessments and historical work – this forms a benchmark judgement. These judgements are then tracked through a whole-school assessment tracker, which is monitored by the subject lead.

Monitoring

Monitoring of the standards of children's work and the quality of teaching in history is the responsibility of the history subject leader. This is done through samples of children's work, reviewing planning, lesson observations and pupil interviews.

Impact

By the time children leave Westglade, they have had exposure to a wide and diverse range of history. Children meet all of the expectations of the National Curriculum and their learning has changed their long-term memory. Children can talk passionately about periods of history and discuss what they have learnt. They are able to sequence events chronologically, ask thought-provoking questions and discuss the impact of periods of history.