



Lewknor Church of England Primary School

History Policy

September 2023 – September 2027



Christian Vision

Building strong foundations for a happy and successful life

Like the wise man who built his house on rock (Matthew 7:24-27), we seek God's wisdom to enable us to nurture our school community so that all can flourish and achieve their best in every aspect of school life.

Intent

History has always been held in high regard at Lewknor Church of England Primary School. The school's own rich history, within the context of the local area, is a celebrated and inspiring feature of the school. The history curriculum at Lewknor draws from and makes full use of the immediate and wider local area, enabling children to develop a deep understanding of the rich history of their locality.

Topics are informed by the National Curriculum and are sensitive to children's interests, as well as the context of the local area. The history curriculum at Lewknor is carefully planned and structured to ensure that current learning is linked to previous learning and that the school's approaches are informed by current pedagogy. In line with the National Curriculum 2014, the curriculum at Lewknor aims to ensure that all pupils:

- ~ Gain a coherent knowledge and understanding of Britain's past and that of the wider world which helps to stimulate pupils' curiosity to know more about the past;
- ~ Are encouraged to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement;
- ~ Begin 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.
- ~ Are asked to consider how historians investigate the past, and how they construct historical claims, arguments and accounts.

Implementation

History is taught in blocks throughout the year, so that children achieve depth in their learning. The key knowledge and skills that children acquire and develop throughout each block have been mapped to ensure progression between year groups throughout the school. At the beginning of each new history topic, teachers refer to classroom timelines to develop children's understanding of chronology. Each topic is introduced with reference to the chronology of previous topics (including those from previous years). The KWL strategy (What I Know, What I would like to know and What I have learnt) or Mind maps are used to check existing knowledge at the beginning of each history topic and this process informs a programme of study that is responsive to children's interests. Key knowledge is reviewed by the children and rigorously checked and consolidated by the teacher. By the end of year 6, children will have a chronological understanding of British history from the Stone Age to the present day. They are able to draw comparisons

and make connections between different time periods and their own lives. Interlinked with this are studies of world history, such as the ancient civilisations of Greece and the Egyptians and early Islamic civilization.

Knowledge Organisers show vocabulary which underpin children's understanding of subject-specific language, remind children of previous knowledge and provide visual and summative information on key knowledge to be learned. They support children in engaging in independent tasks. These can be placed in books after their KWL or Mind map or displayed and used during lessons. These are used as a reference point as needed. In addition, they are made available to parents to support learning at home on each class TEAM's page in KS2 and as a handout in KS1.

Within all sequences of lessons, teachers plan a phase of progressive questioning that extends to and promotes the higher-order thinking of all learners. Questions initially focus on the recall or retrieval of knowledge. Questions then extend to promote the application of the knowledge in a new situation and are designed to promote analytical thinking, such as examining something specific. In history, an example of this level of questioning might ask children to find a historical period on a class timeline, study an artefact from the time and infer what it is made from and what its use was and draw a conclusion about the people who made it.

Planning is informed by and aligned with the National Curriculum. In addition, staff have access to the Twinkl and Hamilton Brooke. However, teachers' lesson design is not limited by the scheme and teachers have access to further guidance from national agencies. The history curriculum is designed to ensure appropriate diversity in the significant figures that children learn about. Teachers cater for the varying needs of all learners, adapting teaching where necessary and as appropriate, and ensuring an appropriate level of challenge. Outcomes of work are regularly monitored to ensure that they reflect a sound understanding of the key identified knowledge. A record of this process is kept in children's books. At the end of the topic, children affirm what they know according to the key knowledge statements identified on the school's progression map for history. Teachers support the children and scaffold these 'Knowledge Organisers' as appropriate, according to the children's age group as well as individual needs. This process is used to consolidate the key knowledge of the topic and each strand of knowledge included in the outcomes is ticked or highlighted.

The Early Years Foundation Stage (EYFS) follows the 'Development Matters in the EYFS' guidance which aims for all children in reception to have an 'Understanding of the World; people and communities, the world and technology' by the end of the academic year.

Impact

Outcomes in topic evidence a broad and balanced history curriculum and demonstrate the children's acquisition of identified key knowledge. Emphasis is placed on analytical thinking and questioning and children demonstrate a coherent knowledge and understanding of Britain's past and that of the wider world, in addition to being curious to know more about the past. Through this study pupils ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement.

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 and skills have been informed by the stated programmes

of study and build towards specific endpoints at the end of each phase group - Y1 & 2, Y3 & 4 and Y5 & 6.

All KS1 and KS2 classrooms have a timeline that is used to develop chronological understanding. These are referred to at the start of each topic and teacher's link new learning to previous learning in line with the whole school knowledge and skills progression map. 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.

At the beginning of every lesson, the intended learning will be shared with the children verbally and this will be started at the beginning of the teaching slides. At the end of each lesson, teachers will check the children's understanding by questioning or by a written review.

Presentation

Teachers will provide work for the children which allows high-quality independent work. Worksheets can be used if the teachers deem it necessary.

Lesson slides:

- ~ Each lesson in topic block is planned according to a specific knowledge statement, according to each subject's knowledge and skills progression map. Skills that are relevant to that lesson are also planned for and evident in the slides for that lesson.
- ~ Lesson slides are designed to be accessible to all children.
- ~ Lesson slides are used by the teacher to support the teaching, and to convey key information and instruction to the children.

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. Key knowledge is reviewed by the children and rigorously checked and consolidated by the teacher at the end of each unit of work.

Knowledge Organisers are used, and children can refer to these throughout the sequence to develop their use, application and understanding of key vocabulary and knowledge. Progressive questioning is also a key feature of history lessons.

Teaching and learning in history is supported by a wealth of resources, including access to Twinkl and Hamilton Brooke.

Assessment

Children's existing knowledge of the topic and the key related knowledge from previous year groups, is checked at the beginning of each unit as part of the KWL process or Mindmaps.

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.
- ~ 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 (with the acquisition of the pre-identified key knowledge and key skill development of each topic being evidenced through the outcomes).
- ~ Use of the 'what I know already, what I want to know and what I have learnt' (KWL) and Mindmap strategy throughout a unit.
- ~ Child and teacher review of both the agreed LQ at the end of each lesson and the key knowledge at the end each unit, to inform focused consolidation where this is necessary.

Tasks and Outcomes/Marking

At the end of each lesson, children review their work (recorded or otherwise) according to the LQ. The review process will usually take place through discussion, and children can interact during the process with thumbs up or down etc.

If a child has had support during any part of the task completion, the code G (Guided support) will be indicated. Children's work in books will mostly be their own recorded writing. Pages of scaffolded work will only be stuck into children's books when this is absolutely necessary. In some instances, children might stick a diagram or visual into their books that they will label or respond to into their books, rather than completing the entirety of an outcome on a separate sheet which is then stuck in.

- ~ There is a strong focus on developing the quality, presentation and content of children's written work across all subjects.
- ~ The standard of children's writing is expected to be the same high standard across all subjects – teachers marking will address inaccuracies (such as, for example, inconsistencies in the use of capital letters and punctuation). It will also prompt when handwriting and grammar needs improvement.
- ~ The majority of marking will take the form of highlighting. If a sentence or word is highlighted, it indicates a successful feature of the child's work. For example, this could indicate –
 - evidence that the skills/knowledge for the lesson have been applied;
 - use of key vocabulary or generally ambitious vocabulary.
 - good use of grammar (conjunctions to elaborate on a point), or any other literacy focus such as the use of capital letters, age-appropriate punctuation etc to promote literacy lessons beyond English lessons.
 - and/or any aspect of the child's work which is in line with the pedagogy of the subject discipline.
- ~ Tasks will be planned that provide plenty of opportunity for children to demonstrate the application of the key knowledge and skills for the lesson.
- ~ Not all lessons will have a written outcome, but the lesson slides of lessons without a recorded outcome will indicate the key knowledge and skills covered and how these were taught, including what the children did.

Planning and Resources

Existing history resources are stored centrally. 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, and these are recorded on the 'History – Key Knowledge and Skills Progression Map'. These are also explicitly outlined on each topic overview, which also states the key vocabulary for the unit, how the school's context has been considered within the programme of study and the explicit links to the 2014 National Curriculum. Cross-curricular links are also identified and stated explicitly in planning and will be evidenced through outcomes of work.

Organisation

The history curriculum will be delivered as part of the blocked curriculum. This allows children to enhance their knowledge of history and develop related skills through focused weekly learning, throughout the duration of each block. This model also promotes the children in being able to achieve a greater depth of understanding of each topic.

The knowledge that children need to know is summarised in Knowledge Organisers and these are shared with parents and carers.

EYFS

Early years explore historical themes in line with the EYFS framework as follows – Understanding the World

Reception:

- ~ Comment on images of familiar situations in the past.
- ~ Compare and contrast characters from stories, including figures from the past.

ELG: Understanding the World

- ~ Talk about the lives of people around them and their roles in society

ELG: Past and Present

- ~ Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.
- ~ Understand the past through settings, characters and events encountered in books read in class and storytelling.

Children are guided to develop a sense of past, as well as their community, through opportunities to explore, observe and find out about people, places, technology and the environment.

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.

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 changes in Toys through time and 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 Infants, the key individuals will relate to the moon landing and subsequent space travel. As well as focused studies on Mary Seacole and Florence Nightingale, children will learn about significant individuals during the time of the Great Fire of London, including Samuel Pepys and Sir Christopher Wren.

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 civilisation as part of their learning of a non-European society that provides contrasts with British history.

Equal Opportunities

At Lewknor Primary School, we are committed to providing a teaching environment that 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.

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 challenge 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.

Role of the Subject Leader

The subject leader'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 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 approaches are informed by and in line with current identified good practices and pedagogy and to attend regular opportunities for CPD, including borough forums.
- ~ To establish and maintain existing links with external agencies and individuals with specialist expertise to enrich teaching and learning in history.

Parents (Including Homework)

The involvement of families and the wider community to help support the teaching of history is widely encouraged. Enquiries from Parents and members of the school community with specialist expertise and

knowledge in relation to supporting the history curriculum are warmly welcomed. The school will actively seek to establish collaboration with parents and carers who are able to support the teaching of history at Lewknor, including their involvement in regular heritage projects.