


Subject Policy for History



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Signature of Chair of Governors Matt Dunkin	Signature of Headteacher Jill Cromey 

Mission Statement

At Stubbins Primary School, we strive to create a supportive and inclusive environment where learners are encouraged to explore their passions; develop their talents; and achieve their full potential.

Through effective learning experiences, we foster a life-long love of learning, empowering learners to become critical thinkers, problem solvers and compassionate individuals.

By providing a strong foundation of knowledge, skills and values, we are dedicated to preparing our learners for success in an ever-evolving world. Together, as a vibrant community of learners, we nurture, grow and flourish.

NURTURE-GROW-FLOURISH

Intent

At Stubbins Primary school we believe that a child's study of local, national and global history is paramount in developing a deep understanding of the world around them and in forming a sense of identity through making connections to the past. The history curriculum at Stubbins reflects our children's needs to understand the complexity of world they live in and the diversity of our nation. We are determined to ensure every pupil gains an understanding of chronology as well as a knowledge and understanding of how the local area has changed over time. They are taught to think and behave as historians, evaluating primary and secondary sources, ask perceptive questions, think critically, weigh evidence, sift arguments, and develop critical perspective and judgement. Our children will investigate how and why the local and wider world has changed, as well as learn from the past to make the future a better place. British Values are woven into the history curriculum promoting values such as mutual respect, tolerance and individual liberty. There are also strong links within the teaching of history to our school's core values of resilience, cooperation, pride, empathy, courage, determination, respect and curiosity.

Our history teaching aims to ensure that all pupils:

- know and understand the history of the British Isles as a coherent, chronological narrative, from the earliest times to the present day
- know and understand significant aspects of the history of the wider world including the nature of ancient civilisations
- gain and use a wide range of historical terms and vocabulary
- understand historical concepts such as: continuity and change, cause and consequence, similarity, difference and significance.
- use the historical concepts of migration, invasion, legacy, childhood and hygiene to make connections, draw contrasts, analyse trends, ask historically valid questions and create their own structured accounts, including written narratives
- understand the methods of historical enquiry, including how evidence is used to make historical claims and how interpretations may differ
- gain historical perspective by making connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales

At our school, aim to enrich the curriculum through wider opportunities such as themed days, visitors and school trips so that children at Stubbins leave school with an understanding of history beyond the classroom.

Implementation

History at Stubbins is delivered through subject specific teaching, organised into 3 half termly units per year group. Meaningful links with other subjects such as Geography, Science and English, are made to strengthen connections and deepen understanding of the world around them.

Our history curriculum is organised into a progression model that outlines the skills, knowledge and vocabulary to be taught in a sequentially coherent way. Chronological understanding, historical understanding, historical enquiry, interpretations of history are all mapped out to ensure that pupils build on prior knowledge and unit planning covers each of these strands.

The History units taught have been developed to help children appreciate their own heritage, the diversity of our nation and the challenges of their time.

All learning will start by revisiting prior knowledge. Staff will model explicitly the subject specific vocabulary and this will be displayed in classrooms and referred to throughout the unit alongside key questions, key facts and examples of the work being taught.

Our progression of skills, knowledge and vocabulary document shows what is taught within each year group and how these skills develop to ensure that attainment targets are securely met by the end of each key stage. Knowledge organisers for each unit support pupils by providing a record of the key knowledge, skills and subject specific vocabulary learned, encouraging the recall and helping the children's learning to stick. It also shows how knowledge and skills are built upon through the year groups. Through adaptive teaching and scaffolding we ensure that lessons can be accessed and enjoyed by all pupils and opportunities to stretch pupils' learning are maximised when required.

History assessment is ongoing throughout to inform teachers with their planning of future lessons, activities and adaptive teaching. Summative assessment is completed at the end of each unit and used to inform leaders of school improvements or skills that need to be further enhanced.

Wherever possible children will be given opportunities to visit local places of interest, museums and meet or work with visitors to create memorable learning opportunities and to further support and develop their understanding and learning in history.

EYFS

In the Early Years Foundation Stage we provide opportunities for children to develop their knowledge and skills in Understanding of the World which allows them to:

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

KS1

In Key Stage One we provide opportunities for children to:

- develop an awareness of the past, using common words and phrases relating to the passing of time.
- understand how and when the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods.
- to learn and use a wide vocabulary of everyday historical terms.
- to ask and answer questions to understand the key features of events.
- to understand some of the ways in which we find out about the past and identify different ways in which it is represented.

KS2

In the Key Stage Two we provide opportunities for children to:

- to develop a chronologically secure knowledge and understanding of British, local and world history,
- To establish clear narratives within and across the periods they study.
- to note connections, contrasts and trends over time
- to develop the appropriate use of historical terms.
- to regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.
- to construct informed responses that involve thoughtful selection and organisation of relevant historical information.
- To understand how our knowledge of the past is constructed from a range of sources.

Resources

Our school library and class libraries contain a good supply of nonfiction topic books to support children's individual research and fiction texts to provide enrichment of the historical periods studied. Where possible, we use artefacts as primary sources of evidence in history lessons. Where not possible we use IT, photographs and illustrations as secondary sources of information. In addition, artefact boxes may be borrowed from the Lancashire Museum Service, providing artefacts relating to historical topics taught. We welcome and actively encourage visitors to join us to pass on their experiences, memories and knowledge. Learning outside the classroom also plays a key role in the provision of our local history.

Impact

Our history curriculum is designed in such a way that children can talk confidently about what they have been learning in history, using subject specific vocabulary and able to place their learning in chronological order. Children are engaged in lessons and can recall their learning over time. Pupils work demonstrates that history is taught at an age-appropriate standard across each year group with opportunities planned for pupils working at greater depth. The curriculum covers areas of history that are relevant to the children of Stubbins. Children therefore leave Y6 prepared for life in the wider community, with a greater understanding of Great Britain's past and present giving them a sense of how they and others fit into the big picture. The history curriculum at Stubbins is designed to form a strong foundation for their historical learning at Key Stage 3 and beyond.

Children will:

- be able to talk about times, events and people in British history and make links
- have a clear chronological understanding of the periods of history studied
- be able to discuss how sources of evidence can be represented and interpreted and
- understand that different versions of the past may exist and the reasons for this
- discern how and why contrasting arguments
- meet the end of key stage expectations outlined in the national curriculum for history.

Assessment

Stubbins uses assessment to enable staff to understand what pupils have learnt before, what they need to learn now and what they will learn next. The impact of our history curriculum can be constantly monitored through both formative and summative assessment opportunities.

Formative Assessment

Formative history assessment is ongoing throughout units to inform teachers with their planning of future lessons, activities and adaptive teaching. Teachers and pupils will use the knowledge organisers to reflect on key learning and as a tool to revisit previous learning throughout the unit of work and promote sticky learning.

Summative Assessment

The use of knowledge organisers indicates the key learning for the unit being studied and will be used as an aid for end of unit assessments. This summative assessment will take the form of quizzes, Q&A and/or independent pieces of writing. Assessments are used to inform leaders of school improvements and inform teachers and the subject leader of the skills that need to be further enhanced.

Summative assessment is completed termly, based on the history skills outlined in the progression document and the key knowledge highlighted on the knowledge organiser for the unit of work. At the end of each school year pupils will be assessed within 1 of the following bands:

- Pre-Key Stage (PKS)
- Working Towards the curriculum (WT)
- Working at Expected (EXP)
- Working at Greater depth (GDS)

Marking

Children receive regular feedback and Stubbins marking follows the school's marking and feedback policy.

Inclusion

Teachers set high expectations for all pupils in history. They will use appropriate assessment to set ambitious targets and plan challenging work for all groups, including:

- More able pupils
- Pupils with low prior attainment
- Pupils from disadvantaged backgrounds
- Pupils with special educational needs (SEN)
- Pupils with English as an additional language (EAL)

Lessons will be planned to ensure that there are no barriers to every pupil achieving. Teachers will plan lessons so pupils with SEN and/or disabilities can study history, wherever possible, and ensure that there are no barriers to every pupil achieving. Teachers will also take account of the needs of pupils whose first language is not English. Lessons will be planned so that teaching opportunities help pupils to develop their English, and to support pupils to take part in history. Talented or more able children will be challenged through extension tasks and independent learning tasks; such as researching, interviews, gathering further historical evidence.

Cross Curricular links

History shares links with the following subjects:

- English: development of literacy skills through reading and writing
- Maths: analysing numerical data and understanding chronological terminology
- RE: deeper understanding of different religions and their influence

- ICT: use of the internet for research
- Geography: reading maps and a greater awareness of global and local changes
- Spiritual, moral, social and cultural (SMSC): encourages empathy towards other cultures and religions, and reflection on moral issues

Links to other policies

This subject policy links to the following policies and procedures:

- Curriculum policy
- Assessment policy
- Marking policy
- SEND policy