



History Policy

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Contents


Our School Vision	3
Curriculum Intent	3
Our Curriculum Design	4
Key Concepts:	5
Second Order Concepts	5
Teaching Sequence of History	5
Curriculum Implementation	6
Organisation and Planning	6
★ Our Children's Charter	7
Inclusion	7
Curriculum Impact	8
Links to other Policies	8
Review	8

History Policy

Our School Vision

Vision

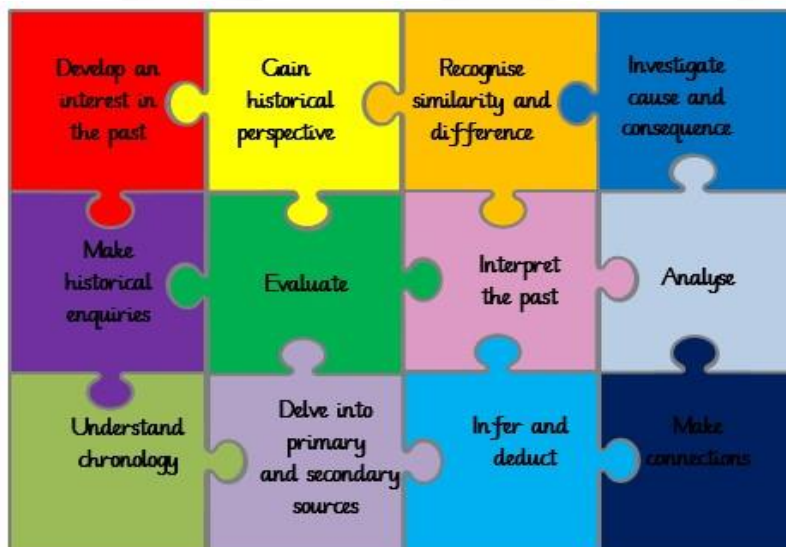
Our vision is to create extraordinary learning, for all of our children to be proud of their achievements, develop resilience and grow as learners so that they can discover their place in the world, where their possibilities are endless!



Curriculum Intent

The aim of history teaching at Manor Primary School is to stimulate the children's interest and understanding about the life of people who lived in the past. We teach children a sense of chronology, and through this they develop a sense of identity and a cultural understanding based on their historical heritage. Thus, they learn to value their own and other people's cultures in modern multicultural Britain and, by considering how people lived in the past, they are better able to make their own life choices today. We teach children to understand how events in the past have influenced our lives today; we also teach them to investigate these past events and, by so doing, to develop the skills of enquiry, analysis, interpretation and problem-solving. We aim to instill a love of history and enquiry through a range of primary and secondary sources.

Our history curriculum is designed to allow each pupil to:



Exceptionality

Collaboration

Integrity

Respect

Our Curriculum Design

The history curriculum is designed to ensure **substantive and disciplinary knowledge** is built upon year on year.

Substantive Knowledge– Is knowledge and 'substance' of our curriculum e.g. people, dates, features of something

Disciplinary Knowledge–Is skills our children develop how interpret the past – how do we know what we know?
E.g. changes, continuation, causes, sources.

So that our pupils are able to learn more and know more, we believe it is vital that our history curriculum develops both categories.

Skills to Gain Knowledge

Our aim is to ensure that our pupils become historians who can confidently attain knowledge regardless of the subject or topic. In order to do this, we carefully plan our history lessons so that eight main skills are taught. These skills ensure that children able to unpick historical knowledge throughout their life.

The skills are:

- **Constructing the Past:** is all about learning how does history 'fit' together? Our understanding of the past and how it interacts with itself. We ensure this by linking our pupils' knowledge to previous topics and make sure that they have opportunities to compare across topics.
- **Sequencing the Past:** is about the chronology and the understanding of time and place throughout history. In our lessons, we allow children to develop their skills and knowledge of chronology by making lessons practical to develop understanding-e.g. by toilet roll timelines.
- **Continuity and Change:** is about identifying whether something has changed or stayed the same throughout history. We ensure this by making lots of comparisons of their knowledge within and across year groups. e.g. whether housing, beliefs, society improved or not.
- **Cause and Effect:** is about understanding that events happened to bring about another event and the implications of these. Furthermore, it is about identifying potential reasons for change and the positive/negative implications of them. We ensure this by teaching cause and effect explicitly.
- **Significance and Interpretation:** is about identifying what is important and that our understanding of the past comes from different sources. We ensure children develop a deep knowledge of this by linking this to change, cause and effect so our pupils understand what and why certain elements were important. We also teach children that our understanding of the past comes from different sources.
- **Planning and Carrying Out Historical Enquiries:** is about providing opportunities for our children to develop their knowledge/understanding by carrying out investigations into a certain aspect or theme. At first, children are guided through historical enquiries using materials and sources to make judgements before being able to do this on their own.

- **Using Sources as Evidence:** is about first of all knowing that history is made up of a variety of sources and different types of sources. We ensure that our children know how to analyse and investigate sources and use them to back up their arguments and judgements.
- **Vocabulary:** is about our pupils knowing how to use vocabulary to become articulate historians. We do this by using our school's vocabulary progression document to know what words children should know in each year group and reinforcing these in lessons through stem sentences.

Key Concepts:

- Archaeology
- Migration
- Social Justice
- Conflict
- Civilisation
- Medicine
- Empire
- Law
- Monarchy
- Religion

Second Order Concepts

- Chronological understanding
- Similarity and Difference
- Recognition of Defining Characteristics
- Change and Continuity
- Historical Enquiry
- Cause and Consequence
- Interpretation of Evidence

Teaching Sequence of History

- Place the historical period being covered in the chronological context of previous learning, using a timeline.
- Connect learning to previous periods studied and recap key knowledge against the key concepts
- Identify and use key vocabulary related to historical enquiry and the period being studied
- Carry out historical enquiry using research, a range of sources and artefacts using elements of the key concepts
- Interpret their findings, make comparisons and draw conclusions using elements of the key concepts

- Identify and learn about significant people and events and the impact they had
- Communicate their historical knowledge and understanding in an appropriate way
- Evaluate what they have learned, identify key knowledge and compare with other historical periods and their own experience

Curriculum Implementation

History teaching focuses on enabling children to think as historians. We place an emphasis on examining historical artefacts and primary sources. In each key stage, we give children the opportunity to engage in first hand experiences by taking part in visits to sites of historical significance. We encourage visitors and experts to come into the school and talk about their experiences and knowledge of events in the past. We recognise and value the importance of stories in history teaching and we regard this as an important way of stimulating interest in the past, allowing children to access opportunities they would not otherwise have access to.

We focus on helping children understand that historical events can be interpreted in different ways and that they should always ask searching questions, such as 'how do we know?', about information they are given. We allow children to develop their own line of enquiry and develop ask their own key questions and allow time for answers to be independently discovered.

We recognise the fact that in all classes there are children of widely-different abilities in history and we seek to provide suitable and stimulating learning opportunities for all children by matching the challenge to the ability of the child. Our curriculum will be exciting and will inspire the children to nurture a passion for learning.

Organisation and Planning

We use the National Curriculum Programmes of Study for History as the basis for our curriculum planning in History. We ensure that there are opportunities for children of all abilities and needs to develop and deepen their skills and knowledge in each unit and we build planned progression into the scheme of work so that the children are increasingly challenged as they move up through the school.

In Early Years, children will work towards gaining a sense of the world around them past and present. Throughout Nursery and Reception children are exposed to a range of experiences that help them to understand how the world around them is different now to how it was in the past. First children begin to explore their own life and family history investigating age and navigating time and change from birth to now. Children will evaluate images of their past and comment on familiar situations they have experienced and will also compare these to characters in stories and figures from the past. By the end of Reception children will be able to articulate changes in the past, comparing them to present day relating it to their own experiences, that of their peers and characters from stories and familiar figures.

In Key Stage 1 and in Key Stage 2, children will be able to develop their skills by accessing History Topics about their local area, for example Wolverhampton for year 2 and The Black Country in Year 5. Alongside this,

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they will broaden their historical lines of enquiry investigating, collaboratively and independently, on world History, such as The Shang Dynasty for year 4 and Egyptians in year 6. We strive to allow our children to develop their chronological thinking through cross curricular and year groups links throughout both Key Stage 1 and Key Stage 2. Children will be able to evaluate how history has impacted their lives today, and in Key Stage 2, analyse how they can impact future generations.

All children, from Early Years to Year 6, will have first-hand access and experience to age appropriate resources to bring the History to life and enable the children to have access to artefacts and photographs to create an enriching and captivating environment. Alongside these artefacts, age appropriate information books and software are accessible to support, scaffold and deepen the children's collaborative and independent research.

Throughout our History curriculum, we strive to develop the children's cultural capital by providing the children with a wide range of experiences. We endeavor to give the children opportunities to take part in educational visits and visitors to enrich their first hand experiences, for example Year 5 visiting The Black Country Living Museum for their Black Country topic.

Our Children's Charter

Through the teaching of the History curriculum, pupils at Manor Primary School are enabled to:

- know and understand history as a chronological narrative, from the earliest times.
- understand how people's lives were shaped and how Britain was influenced by the wider world
- understand abstract historical terms such as 'empire', 'civilisation', and 'peasantry'
- understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, Understand how life changed through different periods of time and how new technologies affected everyday life.
- make connections, draw contrasts, analyse trends,
- frame historically-valid questions to lead their own learning
- create their own structured accounts, including written narratives and analyses
- understand the methods of historical enquiry

Inclusion

At Manor Primary School, we believe that all children are entitled to a broad, balanced and relevant curriculum, through which we support children with additional needs. We encourage all of our children to achieve their full potential and to be fully involved with both first hand historical experiences and resource investigation. We strive to ensure all educational visits and speakers are fully accessible to all children in our school.

When planning for teaching and learning, we take into account the wide range of abilities of our children. All staff set high expectations for all pupils. 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 SEN
- ✚ pupils with English as an additional language (EAL)

Teachers will ensure when planning that the needs of all pupils will be met and ensure that there are no barriers to every pupil achieving.

★ Curriculum Impact

At Manor Primary School, through our History Curriculum, we are enabling the children to gain the knowledge, historical skills and understanding they need to progress through life and future education. Each of our children are individual and has a potential that we endeavor to unlock, through our curriculum we want to help our children find their wings and fly.

Our curriculum design will lead to outstanding progress for all pupils, regardless of their starting points. Planned learning will progressively build on prior knowledge and understanding throughout all ages. Class teachers will make end of unit summary judgement about the learning of each pupil in relation to National Expectation.

We will ensure the curriculum is regularly monitored and reviewed. Senior leaders, middle leader, subject leaders and our children will review individual subjects. The learning and outcomes will be monitored and feedback will be given around what is going well and what are the ways to grow.

★ Links to other Policies

- Teaching and Learning Policy
- Feedback and Marking Policy
- Assessment policy
- SEND policy
- Equality information Policy

Review

This policy will be reviewed annually by staff and governors

The Governors may however review the policy earlier than this if Government introduce new regulations or if the Governing Body receive recommendations about how the policy may be improved.