



History Policy

September 2020

Why our History curriculum looks like this:

Our History curriculum includes half-termly topics for all children from Year 1 to Year 6. We aim to offer a high-quality history education that will help pupils gain a coherent knowledge and understanding of Britain's past and that of the wider world. It should inspire pupils' curiosity to know more about the past. Teaching should equip pupils to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. History helps pupils to understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups. It also helps children gain a sense of their own identity within a social, political, cultural and economic background. Because of this, we feel it is important for the subject to be taught discretely as well as incorporated within other curriculum subjects such as English, ICT, Geography, DT and Art.

Planning and Resources:

We have a long-term overview for each year group to ensure that a variety of history topics are planned for, and children can build on their learning through KS1 and KS2. Medium term plans are developed by history leads for every half term unit to ensure that planning delivers relevant learning objectives and progression. Resources to support the teaching and short-term planning are also saved centrally.

Collins Connecting History have enquiries and resources for use within each year group and various history topics which can support our planning. There are opportunities for cross-curricular links within our history topics.

For Autumn 1, history leads have created a bespoke unit of work which connects to the cultural diversity of our local area and school. This allows children to feel connected to history and to be able to contextualise this.

A thematic approach to teaching history is implemented throughout the academic year, allowing year groups to show progression in their historical skills and learning.

Existing history resources are stored centrally in the Humanities cupboard and are organised into historical eras and topics. These are audited and reviewed annually to ensure that we have suitable and relevant historical resources. This ensures that we continually have exciting artefacts for the children to examine and consider, bringing history to life in their classrooms. Within the library and the classroom reading corners we have a good supply of history topic books to support children's individual research. We use Purple Mash as our ICT program which also incorporates resources and activities for history and other topic areas. We have used Imperial War Museum/ War Horse - loan box, we use Brent Museum loan boxes (Windrush, Somalia), interactive

workshops with British Museum – Pre-history, Romans, Ancient Greece; visits to various museums and local library resources to support specific units of historical study. Each year group should incorporate at least one historical visit each academic year.

Leopold Primary School is a member of the Historical Association.

Class teachers are encouraged to have clear history displays (history display expectations document shared with all staff and saved centrally) and topic tables where possible with artefacts or images that are displayed and accessible for our children; this visual stimulus is also important in supporting the learning and enjoyment of SEN and EAL pupils.

Cross-curricular planning and weekly teaching of history ensure that children can enhance their knowledge of history.

Implementation:

How History is taught:

Our History curriculum aims to excite the children and allow them to develop their own skills as historians. We encourage regular references to timelines and how topics fit together as well as a hands-on approach involving artefacts and outreach programmes where appropriate so as to bring history alive to our young learners. As part of a topic lead programme, it allows opportunities for cross curricular links to be made to ensure the children have many occasions where by they can apply their knowledge and understanding.

Process for teaching history throughout school should include:

Begin with action timeline that should include add-ons from previous years teaching/ start with learning the basic timeline so that it is known by the time the history topic begins. By doing this, we are using timelines as a teaching strategy that can help students construct an understanding of historical events over time, even the youngest students. Literature can be **used** to show, model, and help students develop concepts about time, continuity, and change in social studies as a basis for developing timelines. Also, by asking the children what actions to include for the period of time studied, they are making their own mark on history as the timeline moves through school.

Use artefacts as a WOW to the start of a topic as well as throughout the topic. This will encourage the children to become history detectives by getting them to think about what the artefact is for, where it is from and how old it is. Artefacts help pupil's question and understand the past.

Outreach intervention: inviting people into school to talk about; demonstrate or re-enact aspects or periods in history has the effect of bringing history alive to the children and provides them with a more visual view of the topic they are covering.

Use of ICT to support learning and make the curriculum accessible for everyone.

End the topic with the adapted action timeline so that the children know where their topic fits in history and in relation to other episodes in history.

Make sure as many women as men are studied and the demography and heritage of our children and local community is represented in all history topics.

Whilst Black History Month is hugely important to our school and the local community, and widely celebrated within Leopold, we have ensured that Black History is a focus within all of our history topics throughout the year, e.g. when studying Ancient Kingdoms, we are looking into South Africa's Zulu culture, Benin. When looking at the Romans, there will be a focus on African battalions. When looking at History Makers,

we will focus on various black celebrities and highly achieving figures. Black history points of focus are highlighted in our long-term history overview.

At both sites, we have a History of Leopold display so that children are aware and feel part of the rich history and heritage of our school.

EYFS:

Our youngest children learn about changes within living memory and how this relates to their families, themselves and their local environment. Using nursery rhymes, they make comparisons between past and present and introduce vocabulary such as "then", "before", "now", "next" and "soon" via literacy, e.g. "Once There were Giants" by Martin Waddell.

Children learn chronology by understanding how they have changed and developed since they were a baby (photos of children as babies, toddlers and current pictures) to show the passing of time. They examine family trees and old pictures of loved ones. This chronology is then developed in KS1 by making connections with generations of the family trees and historical events (e.g. moon landing).

Key Stage 1

During Key Stage 1, pupils learn about people's lives and lifestyles. They find out about significant men, women, children and events from the recent and more distant past in Britain and the wider world. They listen, and respond to stories and use sources of information to help them ask and answer questions. They learn how the past is different from the present.

Key Stage 2

During Key Stage 2 pupils learn about significant people, events and places from both recent and more distant past. They learn about change and continuity in their own area, in Britain and in other parts of the world. They look at history in a variety of ways, for example from political, economic, technological and scientific, social, religious, cultural or aesthetic perspectives. They use different sources of information to help them investigate the past both in depth and in overview, using dates and historical vocabulary to describe events, people and developments. They also learn that the past can be represented and interpreted in different ways.

Inclusion in History Teaching and Learning:

At Leopold Primary School we teach history to all children. History forms part of the school's curriculum policy to provide a broad and balanced education to all children. There is a strong emphasis on VAK (visual, audio and kinetic) learning, e.g. roleplay, use of technology, artefacts, images and educational visits to enhance and ensure accessible learning.

Teachers take account of the three principles of inclusion that are set out in the National Curriculum:

- Setting suitable learning challenges.
- Responding to the diverse learning needs of pupils.

- Overcoming potential barriers to learning and assessment for individuals and groups of pupils.

Monitoring and Review

Teachers' subject knowledge is monitored by the coordinators via lesson observations, book moderations, learning walks with focus on pupil voice, learning environment, planning scrutiny and support. Regular insets are delivered to ensure up to date information and planning opportunities, e.g. new museum exhibitions or upcoming events.

Every class contributes to the floor book (one on each site) which documents the school's historical journey from the start of the year to its end and the skills and knowledge progression of children of each year group. Through pupil voice, children exemplify what they have learnt during every topic, allowing for assessment and the celebration of children's work.

Assessment and Recording

We assess children's work in history by making informal judgements as we observe them during each history lesson. On completion of a piece of work the teacher marks the work and comments as necessary as per the "History book expectation" document shared with staff and shared centrally. Next steps and Historical questioning' documents have been shared with staff to ensure that marking feedback further challenges and develops children's learning, as well as addressing misconceptions. History progression documents for each year group are also shared centrally. Reports to parents are completed during the academic year when indicators are made to the individual's progress in this area of the curriculum.