



Upper Beeding Primary School

History Policy

March 2023

INTENT

At Upper Beeding Primary School we fully incorporate our history learning creatively into our topics, using historical subjects as our topic drivers. As a result, children develop a real enthusiasm for History and a fascination with the past. We encourage a hands-on approach with lots of immersive experiences such as archaeological digs, visitors, trips and special history days - the emphasis very much on learning through fun.

We are guided by the National Curriculum, which underpins all of our planning. Skills and knowledge of history are carefully mapped through the skills progression document. Our intent is that our teaching of history will enable children to see themselves as Historians. Through learning about Britain's past and that of the wider world, children will develop a bank of transferable skills, with a sound progression of historical knowledge as they move throughout the school. They will show appropriate use of subject vocabulary, historical terms and language, and as they move through the key stages, they will demonstrate increasing levels of knowledge and understanding of subject content, historical concepts (such as continuity and change) and chronology. They are given opportunities to think critically, question and challenge sources, and research through historical enquiry. We endeavour for each child to be immersed in and inspired by their learning.

IMPLEMENTATION

The curriculum is led and overseen by the History Lead. This involves a regular programme of monitoring, evaluation, review and (importantly) the celebration of good practice. This contributes to the ongoing commitment of all staff with regard to high quality and enjoyable history teaching. In accordance with the History Action Plan, the History Leader conducts periodic book and planning scrutinies, collates evidence of historical skill coverage across all year groups, monitors and plots historical skills throughout the school, and engages in professional development to share knowledge with colleagues. In addition, the History Lead takes responsibility for conducting observations and learning walks to ensure consistency and high quality historical learning across the school, and also liaises with museums and external agencies to organise visitors, artefacts and trips.

As professionals, we maintain and implement a curriculum which demonstrates high standards of teaching and learning consistently throughout all year groups and key stages. Teachers plan together in teams, with the History Leader available to discuss and support when needed. Planning documents are produced which show the National Curriculum skill which is addressed, showing a cycle of lessons for each subject, which carefully plans for vocabulary, progression and depth, and gives children the opportunity for historical enquiry based learning. Children are taught a sequence of skills and knowledge that allow them to become increasingly confident when demonstrating appropriate use of subject vocabulary, historical terms and language, and also increasing levels of knowledge and understanding of subject content, concepts and chronology. Trips and visiting experts as well as 'Wow days' are also planned for to immerse children in the topics. As a staff, we maintain strong links to the National Curriculum guidelines to ensure all aspects, knowledge and skills of history are being taught across all year groups. All staff use assessment for learning to ensure all lessons are relevant, informed by children's previous learning, and will help to plan for next steps. Through our teaching, high quality resources, historical artefacts and visits, we will attempt to excite and intrigue our children to find out more about events and people from the past. We will develop deep subject knowledge and key skills while differentiating work for all abilities.

IMPACT

Our history curriculum is high quality, well thought-out and is planned to demonstrate progression. If children are keeping up with the curriculum, they are deemed to be making good or better progress. Children will become increasingly critical and analytical within their thinking, making informed and balanced judgements based on their knowledge of the past. Children will develop enquiry skills to pursue their own interests within a topic and further

questioning. Children are to retain prior-learning and explicitly make connections between what they have previously learned and what they are currently learning. Children will enjoy history lessons and look forward to finding out more. Evidence of work will show a range of topics covered, cross curriculum links and differentiated work. Standards in history will be high and will match standards in other subjects. In addition, we measure the impact of our curriculum through the following methods: A celebration of learning presented by the History Lead at the end of every year which demonstrates progression across the school, pupil discussions about their learning, planning and topic book scrutinies.

The impact and measure of all of our historical teaching is to ensure that children at Upper Beeding Primary are equipped with historical skills and knowledge that will enable them to be ready for the curriculum at Key Stage 3 and for life as an adult in the wider world. We want the children to have thoroughly enjoyed learning about history, therefore encouraging them to undertake new life experiences now and in the future.

TEACHING AND LEARNING

In history, much learning is facilitated through pupils pursuing a key question led enquiry approach, which encourages them to take increasing responsibility for their learning, think independently and achieve challenging subject outcomes. At Upper Beeding Primary School therefore we seek to encourage pupils to learn their history through big question led enquiries about significant events, people and changes which allows them sufficient scope and time to really engage in high order subject skills such as developing explanations (even though there are very often no 'right' answers to questions in history), reaching conclusions, making judgements, evaluating, applying information learned in one context to another and generating their own ideas and questions to investigate through hypothesising. Whilst knowing more subject information as the pupils' progress through the school is important we are careful in our planning to ensure that there is always a balance between new content and the development of important subject skills and the ability of children to think critically about what they are learning and why. Rather than attempting to teach historical periods, societies, events or significant individuals in the past in their entirety, we ask insightful questions about them, which in turn supports pupils to delve deeply into aspects of historical topics. Our historical enquiries are carefully planned to enable pupils to construct knowledge, master subject concepts and generate questions of their own through the application of a range of critical thinking skills.

EYFS

Early Years explore historical themes and content through the 'Understanding of the World' and 'Past and Present' strands of the EYFS curriculum. This involves guiding children to make sense of their physical world and their community through opportunities to explore, observe and find out about people, places and time. They are assessed according to the 'Development Matters' attainment targets. The EYFS Skills Progression and Coverage document outlines the Early Learning Goals for children and the ways the topics skills are taught. In Reception, planning and activities enable children to talk about past and present events in their own lives and in the lives of family members. They discuss similarities and differences between themselves and others, and among families, communities and traditions. Children learn about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another.

KS1

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. We will also study the lives of significant individuals in the past who have contributed to national and international achievements, as well as studying many significant historical events, people and places, including some within our local area.

KS2

Throughout Key Stage 2, pupils should 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. They should regularly address and sometimes 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, should allow pupils to understand both the long arc of development and the complexity of specific aspects of the content.

ASSESSMENT

We report to parents a summative judgement about a pupil's knowledge and understanding of history at the end of the Summer term for each year group. On these occasions teachers draw upon the information gained from the formative assessment of pupils, to make a summative judgement as to whether the pupil has achieved the expected level of attainment detailed in the performance descriptor, exceeded the expectations or has yet to reach the anticipated level. Evidence is drawn from a wide range of sources to inform this process including interaction with pupils during discussions and related questioning, day to day observations, practical activities such as model making and role play drama, the gathering, presentation and communication of historical information, enquiry based work and writing. Most critically this decision is based on the professional knowledge and judgement that the teacher possesses of the pupil, built up over an extended period of time, which is then used to make a rounded and holistic judgement of their attainment in history.

EQUAL OPPORTUNITIES AND INCLUSION

History forms an integral and statutory element of a pupil's entitlement to learning and at Upper Beeding Primary School we ensure that all pupils can engage with historical learning and develop as young historians irrespective of their race, cultural background, gender, sexual identity, religion, creed, level of intellectual ability or physical and emotional circumstances. Mutual respect and the fostering of empathy and community understanding at local, regional, national and global levels lies at the heart of the study of history and at Upper Beeding Primary School we model this in terms of the inclusive nature of the learning and teaching we provide. Where appropriate, work will be adapted to meet a child's needs and, if appropriate, extra support given. More able pupils will be given suitably challenging activities and opportunities to extend their history learning further. Gender and cultural differences will be reflected positively in the teaching materials used.

PLANNING AND RESOURCES

Existing history resources are stored by each year group and are organised into topic themes, which are clearly labelled. The library contains a good supply of history topic books to support children's individual research. The History Leader liaises with local museums to hire artefacts to support specific units of study. Local libraries provide topic loan boxes, filled with historical books matching the termly topic.

For an historical topic, all classes have a topic display where books and other artefacts are displayed and easily accessible for children. Children's work and projects are celebrated and high expectations are shown clearly. Key words and questions are shown, with a focal visual image. Displays are used to enrich and enliven our historical topics, and to support children's independence when working.

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 'Skills Progression and Coverage' document. These are also explicitly outlined on each topic's medium term planning overview, which makes links to the National Curriculum 2014. Planning for each topic is found in each year group's topic folders.

CONNECTING HISTORY TO OTHER AREAS OF THE CURRICULUM

In our planning we have made meaningful links between history and other subject areas of the National Curriculum and to Spiritual, Moral Social and Cultural Development (SMSC) where incorporating content and perspectives adds

value to and extends the historical understanding of our pupils. Making such links is important because it highlights to pupils the interconnectedness and interdependence of the real world but when making such connections we must maintain subject rigour and appropriate expectations in history for each stage of learning. For example, the primary objective of applying key literacy and numeracy conventions to history is to enable our pupils to achieve more and better in history – i.e. to develop as young historians. To this end we must ensure that high standards of literacy and numeracy when applied to history result in equally and appropriately high standards of historical subject attainment.

ROLE OF THE SUBJECT LEADER

All teachers at Upper Beeding Primary School are responsible for monitoring standards in history but the History Leader, under the direction of the Headteacher, takes a lead in this. Monitoring activities are planned across the year and form part of the History Action Plan. In summary, the roles are:

- Subject Leader 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 lead further improvement in and development of the subject as informed by effective subject overview
- Lesson observations to ensure that learning and teaching is appropriately engaging and challenging and that the anticipated subject progress is being made by the pupils
- The sampling of pupils' work to ensure that expectations in terms of subject outcomes are being maintained through the curriculum
- Create a portfolio of samples of pupils' work for each enquiry of the history curriculum which illustrate how each of the outcomes can be achieved for guidance for colleagues and to ensure consistency of standards
- Maintaining and updating the Skills Coverage and Progression document, identifying how skills progress throughout children's time at primary school, and mapping where and how our topics meet the key skills
- To monitor planning and oversee the teaching of history, offering relevant advice from professional development programmes
- Attend subject professional development opportunities as they arise, and to identify and source staff training needs which arise
- Source historical artefacts where required and liaise with visitors and outside agencies for trips and visits related to historical content
- In collaboration with the Headteacher, the subject leader drafts and finalises a one year History Action Plan, completing a detailed review at the end of the year and outlining next steps
- Subject Leader provides feedback to staff about the quality of History being taught and uses the history portfolio of evidence to lead a discussion on standards being achieved within the subject

Reviewed, Adopted and Ratified by:

Staff:	March 2023
Governing Body:	March 2023
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