



History Policy

'Love bears all things, believes all things, hopes all things, endures all things.'

1 Corinthians 13:7

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Introduction

History is a foundation subject in the National Curriculum. This policy outlines the intent, implementation, and impact of history in our school.

The school policy has been agreed after discussion with all teaching staff and by the governing body.

Intent

'The more you know about the past, the better prepared you are for the future.'
Theodore Roosevelt

At All Saints school we want children to be historians. We aim for it to inspire children's curiosity about the past and to develop their understanding of key events. Our intent is that our teaching of History will help pupils gain a coherent knowledge and understanding of Britain's past and that of the wider world.

We aim to enable children to ask perceptive questions, think critically and evaluate sources. It is important for children to develop a sense of identity through learning about the past and we want them to know how history has shaped their own lives. This is why we have ensured that children learn about history in our local area.

Implementation

History is delivered through subject specific teaching organised into units of work. Our curriculum is delivered over a 3-year cycle and it covers all the objectives set out in the National Curriculum for KS1 and KS2. Each unit of work follows a sequence of lessons which build up the children's knowledge and understanding and develops key historical skills. To ensure that pupils develop a secure knowledge that they can build on, our History curriculum is organised into a progression model that outlines the skills, knowledge and vocabulary to be taught in a sequentially coherent way.

Progression of skills

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 main skills are taught. These skills ensure that children are able to unpick historical knowledge throughout their life.

Our progression of skills document outlines the following skills and the progression in each year group:

- Chronological understanding
- Range and depth of historical knowledge
- Historical enquiry
- Historical interpretation
- Continuity and change
- Causes and consequences
- Similarity and difference
- Significance
- Organisation and communication

In our history lessons we refer to our History Skills Hexagon which refers to our progression of skills in history. The Skills Hexagon is divided into KS1, LKS2 and UKS2 and uses symbols that are child-friendly.

Our knowledge organisers identify the sequence of learning, key knowledge, skills and vocabulary for each unit. Each topic links to a key driver from our Christian Values. The topic overviews also include 'Big Questions' which link to these drivers we are enabling our children to be curious, to wonder and to reflect.

Our curriculum is laid out in such a way that the children will initially learn about their immediate history, that being their family and location. This will be a starting block in EYFS and built upon as they enter Key Stage 1. Once this is consolidated, they will gain a wider experience of global history.

As a child moves through our school, their historical knowledge and understanding will deepen as it would have been built on the foundation laid in the previous years. The concepts that children explore are revisited in different units allowing children to apply new knowledge to the concept in order to prepare them for future learning and life.

In our Early Years history is taught as an integral part of the topic work through child-initiated and adult led activities. The children are given the opportunity to find out about past and present events in their own lives, and those of their families and other people they know. In the Foundation stage history makes a significant contribution to developing a child's understanding of the world through stories, rhymes and activities such as looking at pictures of famous people in history or discovering the meaning of new and old in relation to their own lives.

For pupils in KS1 and KS2, the National Curriculum for history is followed. This provides a structure for all pupils to meet the following aims:

- know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world
- know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind
- gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'
- understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses.
- understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed
- gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and

international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.

In line with the National Curriculum children in KS1 will learn about:

- Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.
- events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries]
- the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods [for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell]
- significant historical events, people and places in their own locality.

In KS2 children will 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.

They will learn about:

- changes in Britain from the Stone Age to the Iron Age
- the Roman Empire and its impact on Britain
- Britain's settlement by Anglo-Saxons and Scots
- the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor
- a local history study
- a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066
- the achievements of the earliest civilizations - an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China
- Ancient Greece - a study of Greek life and achievements and their influence on the western world

- a non-European society that provides contrasts with British history - one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300.

In our History lessons, we ensure that both our pupils' **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?

All Saints high-quality history education helps pupils to gain historical perspective by placing their growing knowledge into different contexts, making and understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history. Key historical threads are imbedded within the planning and teaching of each history unit ensuring children revisit these threads and are able to make connections with previous units studied.

The 6 threads are:

- Movement of people
- Conflicts
- Arts and culture
- Dwellings/lifestyles
- Technological development
- Religion

Impact

The following outcomes are used to measure the impact of our curriculum:

- Children who are passionate about history
- Children who confidently apply their learning independently
- Children who have relevant key skills
- Children who are articulate in history

Children who understand:

- o How to history fits together
- o The chronology of history
- o How different events have led to continuity and change in our modern day lives
- o How some historical events caused further events
- o The significance of historical events and people
- o The different interpretations of historical events and people
- o How to carry out historical enquiries independently
- o How to use sources for historical evidence

Assessment and Recording

Work is recorded in the front of the topic books with geography. History is assessed by the class teacher after each lesson. The teachers will use the lesson objective and progression of skills covered in the lesson to inform their judgement and facilitate future planning.

Assessment is supported by the following strategies:

- Observing children's work individually, in pairs, in a group and in class during whole class discussions.
- Using differentiated, open ended-questions that require children to explain and unpick their understanding.
- Providing effective feedback, including live marking with green pen and questions to stretch their understanding.
- Using KWL grids at the beginning of each unit to identify what they already know, would like to know and what they have learnt in each unit.

Review

This policy will be reviewed in 2025

