



St Aidan's

Church of England Primary Academy
A member of **CDARI**

'Fulfilling potential and growing in God.'



Acceptance, Love, Wisdom, Accountability, Youthfulness, Service

Our Vision

At St. Aidan's, not only do we want our children to become happy and well rounded individuals; we aim to nurture and equip children to be resilient, enthusiastic and effective communicators and learners who are able to use their experiences and technology skills to achieve their fullest potential allowing them to excel in the careers of the future and grow in God.

'I came that they may have life and live it to the full' John 10.10

History Policy 2024/25

Curriculum Vision Statement

St Aidan's CE Primary Academy is committed to providing a high-quality History education for all learners, including our SEND and EAL children. Our curriculum is carefully planned to inspire pupil's curiosity and fascination about the past, significant people and its impact on the lives we lead today. It is designed to provide our pupils with the knowledge about *events, people and changes, enquiry, interpretation & using sources, chronology and communication*, together with a deep understanding of how the past has shaped our lives today.

Policy Aims

- To provide a structured framework to support the scheme of learning created alongside teaching staff, allowing for progression and continuity across the school.
- To allow purpose and management of the history taught and learned by all learners across the school.
- To ensure consistency across the school in how and when history is being taught.

What is the intent of the History Curriculum?

'People without the knowledge of their past history, origin and culture is like a tree without roots' Marcus Garvey

History is concerned with children creating a sense of identity and relating this to people, events and changes from the past. The curriculum will study people and events which shape the world we live in today. Pupils will study their local area, and contrast this to what it was like in the past. They will consider different periods of time and the impact this has upon modern day. They will use a range of sources to critique the lives of significant events and people from the past.

The curriculum will be inquiry based allowing children to build on this skill ensuring they become inquisitive learners who are not afraid to challenge artefacts and sources they encounter in their further study.

A St Aidan's History progression document is at the heart of the curriculum intent, ensuring key disciplinary and substantive knowledge is progressive throughout the school.

Through our teaching of geography we aim to:

- Create a knowledge and word rich curriculum
- stimulate the pupil's interest in and curiosity about how and why their surroundings have changed over time
- create and foster a sense of wonder about the world in the past
- develop pupil's competence in specific historical skills
- increase pupil's knowledge and awareness of chronology
- help pupils acquire and develop the skills and confidence to undertake investigation, problem solving and decision making.

We hope that pupils will increase their knowledge and understanding of the world in the past and that our learners will appreciate how the lives of people before us have had an impact on our lives today. They will recognise that this impact has been both positive and negative in some instances with a culture of respect and tolerance being implemented when discussing this.

We hope that they will begin to develop respect and concern for, and an interest in, people throughout the world regardless of culture, race and religion. Black history has been woven throughout the curriculum to reflect its importance in our school ethos and culture.

Knowledge Maps

The purpose of our knowledge map is to present essential knowledge, clear diagrams, explanations, key vocabulary, alongside widgets, and key terms on one document. Knowledge maps give children and teachers the composite and components for each unit of work.

Teachers use knowledge maps to set clear expectations of what every pupil should learn and remember in the long term and to give a clear indication of what information is the key knowledge in lessons. This is the essential knowledge that all learners must be taught and must be able to recall at the end of each unit and over time.

Pupils use knowledge maps to: retrieve prior knowledge and quiz themselves in lessons. Over the course of the year, these will be available on Google classrooms (RE to begin with) where pupils can use them at home; to practise spelling key vocabulary; to further research how different communities lived and learn more about, significant events and people. We intent through this, to enable pupils to create links to prior knowledge and learning.

Vocabulary

At St Aidans we acknowledge some of our children have little exposure to the subject specific vocabulary needed to engage, progress and recall geographical concepts and skills. As a result of this, key vocabulary for each unit will be identified in planning to ensure clear progression throughout the school. This vocabulary will be included on the knowledge maps, supported by a widget or image for children to embed and hook onto links. Definitions will be explored over the unit and children will include this on their knowledge maps for reference. Vocabulary, widgets and definitions, will be displayed onto the working wall.

EYFS and Primary School Programme of Study

'identify clearly enough the knowledge that children need to learn during
Reception'

Strong foundations in the first year of school (Gov.uk)

In the Foundation Stage the children are provided with a curriculum which takes full account of what knowledge we want the children to leave with so they are best equipped to continue their academic learning. Opportunities are provided inline with the Early Years Foundation Stage Curriculum 'Understanding the World'. These are clearly considered and planned so that children gain the foundations needed to achieve their full potential in KS1, KS2 and onwards.

EYFS

In the Foundation Stage the children are provided with a wide range of activities and opportunities as prescribed in the Early Years Foundation Stage Curriculum 'Understanding the World'.

By the end of Early Years, children will have had the opportunity to:

ELG: Past and Present

Children at the expected level of development will:

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.

By the end of Key Stage 1, children will have had the opportunity to:

Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. They should 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 should use a wide vocabulary of everyday historical terms. They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. They should understand some of the ways in which we find out about the past and identify different ways in which it is represented. In planning to ensure the progression described above through teaching about the people, events and changes outlined below, teachers are often introducing pupils to historical periods that they will study more fully at key stages 2 and 3.

Pupils should be taught 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.

By the end of Key Stage 2 children will have had the opportunity to:

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. They should note connections, contrasts and 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. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources.

In planning to ensure the progression described above through teaching the British, local and world history outlined below, teachers should combine overview and depth studies to help pupils understand both the long arc of development and the complexity of specific aspects of the content.

Pupils should be taught 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.

How is the History Curriculum Implemented?

Teaching, learning and historical enquiry has been planned in line with the curriculum overview which was produced as a result from working alongside experienced consultants and it takes into full account Rosenshine's Key Principles. The subject will be taught discretely twice a year, in a period of nine to ten weeks blocks. This has been a revision to our previous curriculum offer based on feedback from staff members and pupil voice. The intention behind this shift is to allow for greater depth and coverage of the skills and knowledge to be taught and also allow greater retention of key learning and facts.

Where appropriate, the substantive knowledge and disciplinary knowledge the children are to acquire is set out on a yearly basis. The substantive knowledge to be

gained is set out as the key knowledge for each unit. The focus on disciplinary knowledge enables children to think, speak and write like historians.

We believe educational visits help to promote learning in all aspects of history and we aim to incorporate it in all areas of the curriculum.

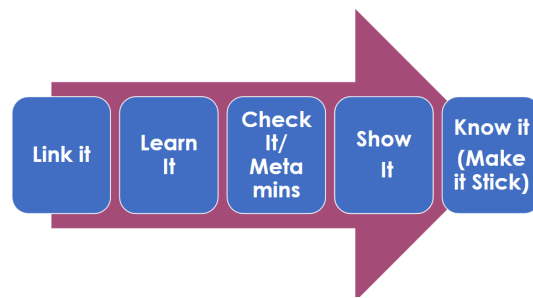
EYFS

In the early years children develop the foundations to this subject which will carry them through the remainder of their education. They begin to develop a sense of historical language and explore the meaning of different vocabulary through their own experiences at home, school and in books they read. Resources will include fiction and non-fiction books, artefacts and a range of primary and secondary resources are provided throughout provision for the children to explore.

Golden Threads

Over the coming year, consideration will be given to threading knowledge across different domains. For example, the use of 'invention' as a 'golden thread' in our planned history curriculum enables children to better understand how inventions from the past have impacted our world and continue to impact our lives today. These will be further defined and embedded as the year progresses and the current curriculum is embedded.

Progression and assessment with a unit of learning



Pedagogy

The History Curriculum follows a pedagogical process referred to as; 'link it, learn it, check it, show it, know it' system and is demonstrated in the model below. This is displayed in all classrooms and referred to by teachers and pupils alike. In this way, the curriculum is highly focused on children's prior knowledge, making links and connections to support the schema in the brain and ensures enough time is built in for children to retrieve information beyond the point of learning.

Link It

Within the St Aidan's history curriculum, the learning sequences have been set out progressively so that children consistently build on their prior knowledge. Each subject begins with a pre-topic script, (see appendix 1) which links knowledge to previous learning within a different unit, year group or different subject, where appropriate. This script is then followed by completing the prior knowledge section on the blank knowledge map. Children can recall any significant personal experiences they may have which links to this unit and learning or any prior learning they have experienced. The purpose of this is to assess the children's knowledge and understanding before the unit of work begins.

Learn It

The designed curriculum uses the 'composite and component' model, which links to the latest research from the Education Endowment Foundation (EEF). This new learning is presented to pupils in small chunks to prevent cognitive overload and sequenced appropriately to maximise the impact on long term retention.

Effective modelling will be given to learners by teaching staff with planned time for guided and independent practice. It will allow children exposure to a range of resources, including timelines, artefacts, primary and secondary sources. Start with an activity to focus on BEING a historian. Use talk for learning to comprehend new concepts and vocabulary. New Vocabulary will be explored through the use of speaking frames, My Turn Your Turn techniques and a wide range of Voice21 activities as detailed in the unit overviews.

Check It

Checkpoints are throughout lessons and evidenced on knowledge maps to ensure that pupils have understood the current learning. Check its or meta-minutes will be a quick five to ten minute session in learning. Teachers will engage in marking in the moment and provide instant feedback to pupils, ensuring they pick up on pupils who are 'falling behind'. When possible, staff will provide rapid intervention for those pupils that need it to ensure further misconceptions do not develop and that all children 'Keep up'. Use of retention assessments will help staff gain a picture of any gaps that may be occurring.

How do we know if the St Aidan's history curriculum has had the desired impact?

Show It

A 'Show it' will come at the end of the unit and refer to the knowledge map that the children have created. This can be done in a range of different ways over the course of the year, at the teacher's discretion. They could include; a podcast, a news report, a song or rap, a poster, a debate or a whole class consciousness alley activity. It can have a focus on an oracy outcome where appropriate, which are detailed in the unit overview. This will also incorporate some parental involvement, where they are invited into school to view what their children have learnt, giving a meaningful outcome to the children's learning.

Know It

'pupils knowing more and remembering more' Education Inspection Framework

The 'know it' stage of the methodology encourages children to revisit learning after they have finished the unit with a key focus on substantive and disciplinary knowledge. EEF research argues that assessing children too close to the point of teaching can sometimes be misleading, especially when checking sticky knowledge. In light of this research, our 'know it' can be later in the same academic year or later in the key stage. This is to ensure that the knowledge the children have has been retained and allows the teacher the opportunity to identify gaps and assess children to ascertain if they are working at age related expectations. This is where the progression maps, which are at the heart of the curriculum intent, are

used to check to see if children have the knowledge and skills expected for their age.

Feedback

Teachers will follow the school's Feedback policy for formative assessment and feedback.

Parents are informed of their child's progress throughout the year through parent's evenings and via annual reports sent home in the summer term.

Non-Negotiables

Please see non-negotiables sheet handed out in staff training in September 2024 using link below:

https://docs.google.com/document/d/12oNZpQmx0v1eVFvRAHcQpq_vLZCNXmE-AgEyEUvh9Hw/edit

Role of the subject leader

The History Subject Leader will:

- scrutinise planning and books
- audit resources on a regular basis
- examine CPD needs and provide support where appropriate, including coaching staff and the delivery of staff meetings and training
- support ECT's and members of staff in planning and resourcing history lessons
- observe lessons and model exemplar lessons
- write and implement the history action plan
- speak to pupil's, staff, governors and parents about history teaching and learning
- share knowledge and good practice with other schools within the MAT
- ensure engagement in current research and relevant associations to improve leadership skills and subject knowledge

Review

This policy was written by the history subject leader in October 2024 and is based on the school's understanding of the history national curriculum, the needs of our pupil's, parents and our local community. Advice and support has been provided by school advisors, ex HMI and consultants in order for our curriculum to be of the highest standards for all our pupils. It will be reviewed by the subject leader in September 2 who will collect and collate the experiences and ideas of colleagues and pupils.

Appendix One - example of Link it Starter Script

Starter script:

1. As a geographer, we will be learning about fair trade.

2. This is building on previous learning in ____

Year 1 where you looked at the different seasons.

Year 3 where you looked at food from around the world.

Year 4 where you learnt about your environment and the effect pollution has on it.

Year 5 Greece and Blackpool

3. Some of the key vocabulary you will have come across before is environment, route, key, ordnance survey, symbol, grid reference, aerial photographs, issues, pollution, waste, recycling, compost, litter, rubbish, land use, conserve, sustain, urban, rural

4. Can anyone think of any other learning this could link with? Can anyone remember any enquiries you have carried out? Visits or visitors?

5. Does anyone have any personal knowledge that links with this topic?

6. Think about metacognition, which skills are we going to use to help us? knowledge map, hypothesis, enquiry, prediction, investigation, researching, recording/ communication, conclusion/ deduction, team work, display