



History Policy 2021-22

Vision

Urmston Primary's school values of *resilience, responsibility, respect, happiness, kindness and pride*, like our motto of '*Growing Together. Empowered to Be More*', are engrained into the fabric of school life and weave into every context and every topic that the children learn about. It is vital that the children understand how these values have been embedded through History and see the relevance of them in our modern lives.

We believe that the children need to be given opportunities to deepen their disciplinary knowledge, understanding the role of a Historian, and substantive knowledge, understanding the use of a timeline and how each topic correlates to one another as they move up the school. Right from Nursery through to Year 6, the children need to begin to develop a good balance of knowledge and skills. Both are weaved through the topics and as the children grow, they gain a deeper understanding of the difference of the types of knowledge and skills of being a Historian.

Our vision is to deeply enthuse children about the past and to help them put the present into perspective through a thematic approach which gives learning relevance. Along with a focus on enhancing an awareness of the consequences of historical figures, our children have an understanding of their place in our society and the impact that their actions can have on others. This ensures our curriculum develops happy, kind and well-rounded young people.

Aims

- To ensure coverage of all History objectives set out in the Primary National Curriculum.
- To ensure our pupils are supported and challenged and nurtured in developing their historical knowledge, skills and understanding.
- For the children to be aware of what they are learning about and have a clear understanding of how history links to other areas of the curriculum.
- For the children to have a developing understanding of how each event/era fits on a timeline in relation to previous topics taught and how much time has passed to the present day.

- To ensure we provide memorable learning experiences that stick with our children.
- To develop questioning, enquiry and analytical skills.
- To evoke intrigue and inquisitiveness in our children.
- To provide opportunities for children to empathise with others locally, nationally and globally from different time periods.
- To ensure staff are aware of pupils' abilities and plan, assess and deliver lessons and programs appropriately with their new topics as they develop.
- To develop empathy, knowledge and understanding of the lives, especially of children, in other time periods in UK and abroad.
- To ensure a balance of focused learning and investigation and exploration through each topic.
- To ensure a balance of knowledge and skills.

Rationale – the building of knowledge and skill

From Early Years through to Upper Key Stage 2, we have carefully planned our history subjects, tailored to each year group.

In Nursery the children begin to look at the history of their own lives which continues in further depth as they move into Reception. This is due to the fact that the children are starting to process the changes that happen over time and looking at their own lives, makes it relevant to them and easier to understand. The children look at simple timelines of their lives and even get the opportunity to look at old toys and compare them to the ones that they use today. In the 'Let's Set Sail' topic, in Nursery they look at places that they have visited in the past and reflect on their experiences. As an example, the Reception classes then use this topic to explore famous Pirates from the past. As well as this, alongside their topics, both Nursery and Reception focus on a different historical figure and look at their impact on the world.

As they move into Key Stage 1 the children continue to look at numerous key historical figures and events, plotting them on simple timelines. Each new topic begins with a knowledge harvest where the children are able to draw upon their prior knowledge, reflecting on how the new topic correlates to the previous topics that they have covered.

In Key Stage 2, the children continue to build upon their knowledge and understanding at the start of every topic with a Knowledge Harvest that is added to as they learn. The British History topics taught from Year 3 to Year 6 are in chronological order and the same for world history, where possible, in order to support the children's understanding of chronology and timelines. This means that the children gain a good picture of how life has changed through time and they can see the progression of civilisation as they move through the school. This is a great way to encourage the children to reflect on their learning. The use of glossaries for each topic, which the children start when they're in Year 2, help the children to build their vocabulary. It is a great way for teachers to assess how well the children have understood key concepts and language too.

The balance between knowledge and skills is made clear in our topics, with the five areas of **historical skills** being based on year-on-year progressions developed by the History Lead, with input from not only the National Curriculum but also the Historical Association and experts in the field of historical education. This ensures the children's learning and expectations are sequenced effectively and they grow year on year. The five areas are:

- **Historical Chronology**
- **Historical Concepts**
- **Historical Interpretation**
- **Historical Enquiry**
- **Historical Communication**

Regarding knowledge, there are three degrees of outcome that we want our children to acquire in their lessons. These are split into the following areas:

Core: knowledge that ALL pupils will acquire and hold

Additional: knowledge that MOST pupils will acquire and hold

Further: knowledge that SOME children will acquire and hold (this may be teacher or child led – sometimes through homework projects)

The rationale for our teachers choosing this knowledge is based upon considering *key dates, key figures and their impact, and key places*, as well our curricular themes of leadership, conflict, equality, religion, faith and belief, the arts, and of course, our school values.

We have accounted for the recommendations of the DfE document, 'Teaching a broad and balanced curriculum for educational recovery' and this has contributed to the elements of core and additional knowledge within our curriculum. Indeed, it is the core knowledge that we feel is essential for all the children to build upon when considering any lost learning due to the pandemic. This can be found in Appendix 2 of this policy.

A more detailed rationale for our topics can be found in our Curriculum Policy appendices and at the fore of each topic overview.

Planning, resources and teaching and learning

Teachers use the UPS 'Being More' Curriculum to inform their medium and shorter term plans and will consider the most effective ways of linking learning and giving it context and relevance for our pupils. The 'Being More' Curriculum covers a broad range of topics and historical figures in order to ensure that the children are exposed to a diverse History curriculum.

Each topic overview is structured through the following, and teachers use this to plan more succinctly:

- a clear topic rationale (explaining what is taught and why);
- year group skills progressions and learning statements for History;
- key topical and subject-based vocabulary and history topic glossaries;
- *possible* 'enrichment' activities;
- *possible* 'critical' and 'higher order' questioning to develop historical enquiry
- Urmston Primary's core values (emphasising its vision of developing active young citizens of the local, national and global community, and making use of its historical and geographical context)

The balance of knowledge and skills is key to the History Curriculum at Urmston Primary and how this weaves into other subjects. Topics are planned carefully to ensure that children's cultural capital is developed by the acquirement of knowledge that sticks with the children through engagement and excitement for the topics and use and application of the subject matter. Knowledge will be acquired not only to accumulate facts but to engage, excite and enhance enquiring minds and it is important to note that *the specific knowledge acquired is not always the most important thing – the thirst for knowledge is*. Resources such as topic mats and glossaries *may* offer pupils some key factual knowledge and vocabulary which will provide a stimulus and starting point to learn and want to find out more. Acknowledging the need for breadth is important here, but so is setting out some key, concise expectations for children's acquirement of knowledge and this knowledge 'sticking' with them. Topic-based homework projects support this endeavour to engage children in their knowledge acquirement and growing their brains!

Encouraging a positive mind set is a primary thread that runs through the whole of our curriculum and is supported by the EYFS Characteristics of Effective Learning and our school values. The Early Years team continuously promote their positive mantra of never giving up and have short weekly sessions highlighting the importance of perseverance, resilience and what to do in the face of challenge – this leads on to the thematic nature of the 'Being More' Curriculum, where resilience and leadership form a key part of the topics, particularly relating to history.

Each half term, alongside their topics, both Nursery and Reception focus on a historical figure who has made a positive impact on our world, many with challenge along the way. These people span a range of fields and walks of life. With some of the figures being revisited later in the infants, where they are looked at in greater depth. For example, Emelia Earhart is revisited in the Explorers topic

Our Teaching and Learning Policy makes clear the expectation that pupils of differing abilities are both supported and challenged. Teachers will use a range of age-appropriate models and activities to engage all learners and ensure progression year on year, with work set appropriate to the ability levels of the children. This is particularly the case for our SEND

pupils as well as stretching those children who excel and are particularly able, gifted or talented in certain areas of the curriculum, or indeed outside it.

Recording

Pupils' learning will be recorded in a number of ways. Much of this may be by video or photographs (see Seesaw) in order to evidence learning but, more importantly, to offer opportunities for pupils to reflect on that learning. This will be alongside written work in books, on paper or card, and on display to celebrate learning. Children should engage in a mix of independent, group and pair work in order to be given the opportunity to share ideas and collaborate their work. Geography should be investigated through:

- Fieldwork
- Videos / DVD / CD-Roms etc.
- Drama, music, art, technology, creative writing and ICT.
- Oral history
- Maps, pictures, photographs, documents, artefacts, textbooks, newspapers and stories.
- Visits and workshops

Assessment and 'End Points'

The teacher's role: Teachers will assess History by looking at pupils' work in each year group and gauging a sense of achievement at each 'end point'. This will be partly based on books and pupil discussion, but also through the following:

- 1) Firstly, as mentioned, the first lesson of each topic will involve a 'knowledge harvest'. Teachers provide the children with prompts and reminders of previous learning, linked primarily to our curriculum themes and school values where possible. Here, children will be encouraged to share these key themes and ideas that they have learnt prior to beginning this new topic. This will ensure that they can use their prior learning and build on it within a new context.
- 2) Secondly, pupils will complete their own topic-based glossaries, acquiring new knowledge and vocabulary as they learn. By the end of the topic, they'll have this new knowledge that they can take with them to the next topic and build upon, either later in the academic year, or in the following one.
- 3) Thirdly, teachers will conduct '**topic quizzes**' based upon the *core* and *additional* knowledge that the children have learnt in History. This will give teachers the chance to review and revisit knowledge and to address misconceptions – children cannot complete without getting the answer right so need to amend their answers, and

therefore their thinking. This will then be used to help gauge how well the children's learning has stuck with them.

4) Finally, in collaboration with the History Lead, teachers will assess specific skills and whether each child is developing, broadly achieving, or exceeding expectations in such skills. This will happen at the end of each term. We believe that assessment should inform better practice and that the purpose of assessment is to move learning on, identify areas for development and act on them. Because there are many skills to cover within the five areas of History, we take a measured approach which enables the History Lead and teachers to prioritise and pinpoint areas for improvement. At the beginning of each term, the History Lead will highlight one of the five particular history skill areas to assess, based upon History's priorities, following findings from their monitoring procedures. Sometimes this will change termly, sometimes, twice a year, with each of the five history skills areas being covered at least two or three times within the course of a key stage. Because of this, the focus will always be based upon the development needs of History within Urmston Primary School. It also ensures a regular focus on each area so that progression in standards in History can be monitored and reviewed.

The History Lead's role: Monitoring, Evaluation and Review: the bigger picture

The History Lead, like all subject leaders, will use a number of monitoring procedures to gauge how pupils are performing in History and may use this as an indicator of areas for development in History across the school. With the use of knowledge and skills progressions within the curriculum, embedded into year group topics, they will be able to clearly see how pupils develop year on year and the expectations set by each year group. These end points will be assessed once a term, based upon the topics covered. It should be pointed out again that not every skill and piece of knowledge in the curriculum will be assessed at the end of each term as this is unmanageable for teachers and not purposeful. The most effective way for Subject Leaders to monitor the children's acquirement of subject knowledge is through analysis of the online quizzes and through pupil discussion, and here, the History Lead, like all leads, will not only get a sense of how well the knowledge has stuck with the children, but also, in more open-ended questions, gain a deeper understanding of how the children feel about the topics and history studied and their engagement levels.

The History Lead will monitor their subject's success and the impact of our teaching and learning through the following monitoring strategies and these should be considered alongside this policy:

- Pupil discussions in friendship groups;
- Learning walks;
- Pupil work reviews (books and Seesaw);
- Discussions with teachers;
- Data from topic quizzes;
- Data from skills assessments.

Our Curriculum Lead oversees all Subject Leaders' practice and monitor this to ensure consistency and effectiveness.

Along with an awareness of the topics and objectives covered in each year group (as set out in the UPS 'Being More' Curriculum), using the strategies above will enable all subject leaders to have a clear idea of pupil standards at each end point, how the children are enjoying and engaging in their subject area and what areas for development might be.

The History Lead's action plan at the start of each academic year, will include actions that are based on their knowledge of their subject and the subsequent needs of our school and our pupils. This may include additional resources for pupils of varying abilities or, indeed, highlight those pupils who may be gifted or talented, who can then be provided for, and opportunities to hone these skills further can be looked into. They will again use all of this analysis as a platform for implementing improvement and enhancing our pupils' experiences in that area of the curriculum.

Beyond the curriculum

History should be embedded in our wider school life and not just take place as lessons in the classroom. It is important that children have a deeper understanding of what has happened before today, whether that be within living memory in the EYFS or delving further back in time as the children move through the school. To supplement our history curriculum, we will incorporate whole school events and awareness days/weeks - some relating to the curriculum and some not - to offer different learning experiences for our children. These will be planned for on a yearly or termly basis. Such events may include British Values Week, Diversity Week, Remembrance Day, Celebrating Black History Month, Children's Mental Health Week, Diwali, Eid al-Fitr among others.

Appendix 1: Topics

Topic Covered with clear History links highlighted:

EYFS

(Both Nursery and Reception cover the same topics each term. The UPS Being More EYFS Curriculum clearly states how they will ensure skills and knowledge progression at an appropriate age level).

UW – Understanding the World

EAD – Expressive Art and Design

PSED – Physical, Social and Emotional Development

PD – Physical Development

L – Literacy

CL – Communication and Language

M - Mathematics

Autumn

Topic	Main subject focus	Additional cross curricular subjects
Ourselves	UW (History and Science) PSED	L, M, CL, EAD, PD
Let's Celebrate!	UW (History)	PSED, CL, L, M, PD, EAD

Spring

Topic	Main subject focus	Additional cross curricular subjects
Poles Apart/Ice Age/Dinosaurs	UW (Geography and History)	L, M, CL, PD, EAD, PSED
Amazing Animals	UW (Science)	L, M, CL, PD, EAD, PSED

Summer

Topic	Main subject focus	Additional cross curricular subjects
Into the Woods	UW (Science and Geography)	EAD, L, M, CL, PD, PSED
Let's Set Sail	UW (Science and Geography)	UW (History), EAD, L, M, CL, PD, PSED

Year Group: 1**Autumn**

Topic	Main subject focus	Additional cross curricular subjects	Key Figures (Where Appropriate)
We were young once too, you know!	History	Geography, Science, PSHE, Literacy, Art, Music, PE	
Can we build it? Tamacadam can!	Science	History, Geography, Literacy, Art, Maths	John McAdam, Charles MacIntosh

Spring

Topic	Main subject focus	Additional cross curricular subjects	Key Figures (Where Appropriate)
We are Explorers!	Geography	Science, History, Literacy	Christopher Columbus, Amelia Earhart

Summer

Topic	Main subject focus	Additional cross curricular subjects	Key Figures (Where Appropriate)
My body is amazing – and so are animals’!	Science	Art and Design, DT, Literacy, Maths	
How can I look after my garden? (Plants)	Science	Geography	

Year Group: 2**Autumn**

Topic	Main subject focus	Additional cross curricular subjects	Key Figures (Where Appropriate)
The Stuarts: Choice and Responsibility for fires that happened...and those that didn't!	History	Geography, Art, Music, Literacy	Robert Catesby, Guy Fawkes, Samuel Pepys
John Boyd Dunlop and his stretchy, bendy invention! (Uses of everyday materials)	Science	History, DT, Music, Maths	John Boyd Dunlop

Spring

Topic	Main subject focus	Additional cross curricular subjects	Key Figures (Where Appropriate)
Malawi to Manchester: Understanding different places, respecting different lives	Geography	Art, Music, Literacy	UNICEF
Do plants need resilience too?	Science	Geography, Art, Music	

Summer

Topic	Main subject focus	Additional cross curricular subjects	Key Figures (Where Appropriate)
Two Ps and the three Rs: Rose Parks and Emmeline Pankhurst	History	DT, Music, Literacy	Rosa Parks, Emmeline Pankhurst
Happy and Larry: A world of animals and the WWF	Science	Art, Music, Geography, Maths	WWF

YEAR GROUP: 3**Autumn**

Topic	Main subject focus	Additional cross curricular subjects	Key Figures (Where Appropriate)
Resilience and Respect: Who first lived in Britain?	History	Geography, Art, Literacy, Music	
Respecting Nature's Power: What makes the Earth angry sometimes?	Science, Geography	History, Literacy, Art, Music, Maths	Red Cross
Rest and be thankful: gratitude and respect in Ancient Egypt	History	Geography, Art, Literacy, Music	Ben Carter

Spring

Topic	Main subject focus	Additional cross curricular subjects	Key Figures (Where Appropriate)
Eratosthenes, light and the absence of light!	Science	Art, History, Maths	Eratosthenes
William Gilbert: the world is a magnet!?	Science	DT, Maths, Music	William Gilbert

Summer

Topic	Main subject focus	Additional cross curricular subjects	Key Figures (Where Appropriate)
Janaki Animal: Pioneering R and R for the environment (plants)	Science	Literacy, Maths, Art	Janaki Ammai
How does Dina Asher-Smith run so fast?	Science	Maths, PSHE, PE	Dina Asher-Smith
Trade, tourism and towers: the trials and tribulations of Blackpool	Geography	History, Art, DT, Literacy	

YEAR GROUP: 4**Autumn**

Topic	Main subject focus	Additional cross curricular subjects	Key Figures (Where Appropriate)
Music: Ears, brains and da Vinci's sound waves	Science	Maths, Music, Art	Leonardo Da Vinci
Roman Life: Leadership and the 3 Rs in the Empire!	History	Geography, Literacy, PE – Dance, Maths, Art, Music	Boudicca Caesar
Water: Nature's Driving Force	Science	Geography, Art, Literacy, Music	Water Aid

Spring

Topic	Main subject focus	Additional cross curricular subjects	Key Figures (Where Appropriate)
Mr Latimer...what would we do without you?	Science	Art, DT, Music	Lewis Latimer
Wangari Maathai: Planting, Peace and Park Life	Science	Geography, Maths, Art	Wangari Maathai

Summer

Topic	Main subject focus	Additional cross curricular subjects	Key Figures (Where Appropriate)
What happens to the food we eat?	Science	Literacy	
Early Law Makers: Equality and Power in the Shang Dynasty	History	Geography, Literacy, Art	Fu Hao
Manchester Pride	Geography	History, Art, Music, Literacy	Emmeline Pankhurst

YEAR GROUP: 5**Autumn**

Topic	Main subject focus	Additional cross curricular subjects	Key Figures (Where Appropriate)
Invited Immigrants to Raiders and Traders: Anglo-Saxons and the Vikings	History	Geography, Literacy, Art, DT, Music	Alfred The Great, King Cnut, Edward the Confessor
Newton, an apple, and a world of forces!	Science	Literacy, Maths	Isaac Newton
Stephanie Kwolek: Changing states and Kevlar	Science	Literacy, Maths, DT	Stephanie Kwolek

Spring

Topic	Main subject focus	Additional cross curricular subjects	Key Figures (Where Appropriate)
Respect and Ritualism: Ancient Mayans and their beliefs	History	Geography, Literacy, Music, Art, RE	Frieda Carlo
Copernicus, Galileo and the Solar System	Science	Maths, Art, Literacy	Copernicus, Galileo

Summer

Topic	Main subject focus	Additional cross curricular subjects	Key Figures (Where Appropriate)
Brazil and the Amazon: Respect, Responsibility, Rivers and Rainforests	Geography	History, Literacy, Art, Science, Music	David Attenborough, The Woodland Trust
Respecting the circle of life	Science	Art, PSHE/RSE	

YEAR GROUP: 6**Autumn**

Topic	Main subject focus	Additional cross curricular subjects	Key Figures (Where Appropriate)
I'm a Y6 Pupil – Get me out of here!	Geography	History, Literacy	
Ibn Al-Haytham: the father of optics (light)	Science	Literacy, Art, DT	Ibn Al-Haytham
Power and leadership in WW2: Impact and Consequence...the good, the bad and the unjust	History	Geography, Music, Art, DT, Literacy	Winston Churchill, Neville Chamberlain, Hitler, Mussolini, Alan Turning, 'Women Warriors of WW2,' Women code-breakers? Indian Army?
Electricity's Current War	Science	Music, Maths	Benjamin Franklin, Thomas Edison, Nicola Tesla, Michael Faraday

Spring

Topic	Main subject focus	Additional cross curricular subjects	Key Figures (Where Appropriate)
Wisdom and War in Ancient Greece	History	Geography, Art, Literacy, Music	Alexander The Great, Aristotle, Agnodice
Who on Earth is MRS GREN? (Variation and Classification)	Science	Literacy, Art	Carl Linnaeus

Summer

Topic	Main subject focus	Additional cross curricular subjects	Key Figures (Where Appropriate)
Marie M. Daly, the Circulatory System and Healthy Lifestyles	Science	PSHE, Maths	Marie M. Daly, Place2Be
Darwin, Evolution and Inheritance	Science	History, Music	Charles Darwin
Y6 Production	Drama	Literacy, Music	

Appendix 2: Teaching a broad and balanced curriculum for educational recovery

History

In history, priority curriculum content should focus on the specific knowledge that will be critical for progression. Teachers may choose to return to previous or missed topics with a clear focus on the knowledge that is most important for future study.

At key stage 1:

- priority curriculum content should include a range of sufficiently detailed period-specific knowledge
- pupils should have the opportunity to situate this knowledge in relation to other significant historical events studied
- teachers will also need to give pupils opportunities to learn about particular people and places through records and artefacts.

At key stage 2 and key stage 3:

- teachers should continue to select content that illustrates the prioritised knowledge. This will establish strong foundations for studying a wider range of periods, with greater complexity, in the future
- teachers should regularly locate this knowledge in wider timelines so pupils gradually gain a sense of the chronological relationship between different historical events and periods
- teachers will also need to develop pupils' knowledge of how historians study the past and construct historical arguments (for example, considering what makes claims valid or invalid). Historical knowledge and knowledge of how historians work support each other, so pupils will not develop one without the other. It is likely to be less effective to focus on 'source skills', for example, in isolation, than to study, in diverse contexts, how historians approach sources and evidence.

Policy written: September 2021

Policy written by: Emily Pitt

To be reviewed: September 2022