



Castlecroft Primary School



History Policy

Head Teacher: Mr A. Dyall

Co-ordinator: D. Jones

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Policy to be reviewed September 2024

(This policy cannot be seen in isolation but must be read in relation to the school's Curriculum policy, Assessment policy and Marking and feedback policy.)

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How this policy was developed:

This policy was drawn together by the curriculum leader and the leader of History. Staff and governors were consulted on the policy before it was adopted by the full governing body. The policy will be reviewed and put before governors at least every two years but more regularly where key changes are made.

Key roles in History:

The History co-ordinators are responsible for:

- ✓ this policy and its implementation including supporting staff in the delivery of History.
- ✓ ensuring that the governing body is kept up to date with any actions and initiatives that are relevant to the subject.
- ✓ writing the relevant part of the School Improvement Plan (SIP) and providing the headteacher and governing body with regular reviews of the SIP.
- ✓ identifying staff training needs and arranging or delivering CPD.
- ✓ annual standardisation and moderation activities in school.

The Governing body are responsible for:

- ✓ ensuring the effective delivery of the National Curriculum in History.
- ✓ identifying a link governor to liaise with the History co-ordinator and update the governing body with regular link governor reports annually.

Intent:

To learn about our past, and the past of the wider world, through knowledge and critical thinking. We want our children to leave primary school with the ability to discuss and give valid historical arguments using a range of knowledge and sources.

At Castlecroft Primary School, we recognise how important it is for our children's future academic success and for their empathic understanding to become masters of the History curriculum.

The school overview:

<p>Year 1</p>	<p><u>Childhood</u></p> <p>This project teaches children about everyday life and families today, including comparisons with childhood in the 1950s, using artefacts and a range of different sources.</p>	<p><u>School days</u></p> <p>This project teaches children about their own school and locality, both today and in the past. They compare schooling in the Victorian era to their experiences today.</p>
<p>Year 2</p>	<p><u>Movers and shakers</u></p> <p>This project teaches children about historically significant people who have had a major impact on the world. They will learn to use timelines, stories and historical sources to find out about the people featured and use historical models to explore their significance.</p>	<p><u>Magnificent monarchs</u></p> <p>This project teaches children about the English and British monarchy from AD 871 to the present day. Using timelines, information about royal palaces, portraits and other historical sources, they build up an understanding of the monarchs and then research six of the most significant sovereigns.</p>
<p>Year 3</p>	<p><u>Through the ages</u></p> <p>This project teaches children about British prehistory from the Stone Age to the Iron Age, including changes to people and lifestyle caused by ingenuity, invention and technological advancement.</p>	<p><u>Emperors and empires</u></p> <p>This project teaches children about the history and structure of ancient Rome and the Roman Empire, including a detailed exploration of the Romanisation of Britain.</p>
<p>Year 4</p>	<p><u>Invasion</u></p> <p>This project teaches children about life in Britain after the Roman withdrawal. Children will learn about Anglo-Saxon and Viking invasions up to the Norman conquest.</p>	<p><u>Ancient civilisations</u></p> <p>This project teaches children about the history of three of the world's first ancient civilisations: ancient Sumer, ancient Egypt and the Indus Valley civilisation. Children will learn about the rise, life, achievements and eventual end of each civilisation.</p>
<p>Year 5</p>	<p><u>Dynamic dynasties</u></p> <p>This project teaches children about the history of ancient China, focusing primarily on the Shang Dynasty, and explores the lasting legacy of the first five Chinese dynasties, some of which can still be seen in the world today.</p>	<p><u>Groundbreaking Greeks</u></p> <p>This project teaches children about developments and changes over six periods of ancient Greek history, focusing on the city state of Athens in the Classical age, and exploring the lasting legacy of ancient Greece.</p>
<p>Year 6</p>	<p><u>Maafa</u></p> <p>This project teaches children about Africa past and present, with a particular focus on Benin. It traces the development of the slave trade and explores Britain's role in the transatlantic slave trade, the causes and consequences of the European colonisation of Africa and the worldwide communities that make up the African diaspora.</p>	<p><u>Britain at war</u></p> <p>This project teaches children about the causes, events and consequences of the First and Second World Wars, the influence of new inventions on warfare, how life in Great Britain was affected and the legacy of the wars in the post-war period.</p>

We want our children to have:

- ✓ a clear understanding of history chronology in Britain and the wider world
- ✓ an understanding of historical terms and chronology, including bigger pictures such as significant people, comparisons and change
- ✓ an understanding of change over time, comparisons and connections
- ✓ an ability to create valid historical questions
- ✓ an ability to interpret sources and explain arguments

We encourage all our children to reach their full potential and be aspirational. Through an exciting and challenging, carefully planned curriculum our pupils will be able to achieve our curriculum intent.

Implementation:

Throughout school, we build upon children's knowledge through the curriculum choices made on Curriculum Maestro. Vocabulary and knowledge is progressive and cyclical so concepts from the curriculum can be revisited and reinforced at a deeper level as the children move through school. Learning is retrieved and revisited in order for the children to know more and remember more. Hand in hand with knowledge, the children have the opportunity to be critical thinkers, using different historical sources in which to base their judgements.

Alongside this, children also develop key writing and reading skills as we move through school. By the time children leave, we want them to be able to structure a clear historical argument, delving into a range of sources.

EYFS

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.

Children will have the opportunity to learn this during focus class time and through child-initiated learning.

Model history lesson

During a history lesson we should see:

- ✓ A revisit. A time for children to revisit key knowledge from a previous lesson or unit of work. We should be asking children to recall information from last lesson, a previous lesson and a previous unit in order for children to strengthen the link in their long term memory. These revisits could be short quizzes, sentence starters and/or discussions. They should be something that will help the children with the new learning.
- ✓ Vocabulary check. Children should be taught new vocabulary before teaching the new learning. This could be through pictures and diagrams, explanations, role play etc. New vocabulary needs to be explicit so the children can use this as they learn.
- ✓ New knowledge. Introduce the key knowledge for the lesson. Key knowledge needs to be drawn out and the key facts shared with the children. Looking at sources is essential for drawing out this key knowledge. An activity to check learning could come in the form of a quiz or hinge question to check that the children understand this new knowledge.
- ✓ Application. Children need to draw on the knowledge they have been given to answer enquiry questions for example, why did the Romans invade Britain? Can we compare the lives of slaves and Roman citizens?
- ✓ Plenary. Children have the opportunity to reflect back to the key learning from the lesson.

We expect all children to access the history curriculum and to have the same opportunities. As teachers Castlecroft Primary School, we scaffold the learning so that all learners can achieve.

Impact:

As a result of our quality curriculum and good teaching:
(PUPIL VOICE):

- ✓ children talk enthusiastically about history and understand the importance of the subject. They can discuss the topics they are

learning about, key individuals and events and can answer enquiry questions.

- ✓ in history, children use appropriate vocabulary when discussing their learning

(ATTAINMENT):

- ✓ children achieve their age related expectations and where there are gaps in their knowledge they receive carefully planned support and intervention to accelerate their progress and narrow the gap.
- ✓ more able children who are identified (using Fisher Family Trust and school data) as having the potential to achieve Mastery level are challenged with carefully differentiated work and supported where necessary to ensure that they too fully achieve.
- ✓ Scaffolding up and down happens in lessons.

(OUTCOMES):

- ✓ Work trawls evidence a broad and balanced curriculum and demonstrate children's acquisition of age related knowledge and skills. Children make good progress in their recorded work.
- ✓ children are analytical in their work and can back up their reasoning with evidence.

(CROSS CURRICULUM):

- ✓ children confidently apply the skills that they have developed in history to their written work in other subjects
- ✓ children use appropriate subject related technical words in cross-curricular work.

Assessment:

Assessment for learning is continuous throughout our planning, teaching and learning cycle. Assessment data is collected in the following ways:

FORMATIVE:

- ✓ observing children at work individually, in pairs and in groups
- ✓ using a range of carefully planned, differentiated, open ended questions that require children to explain their understanding and using supplementary questions to deepen their thinking further
- ✓ self assessment and peer marking encourages the children to understand where they have been successful and where they need further help
- ✓ marking: Teachers use a developmental feedback system to mark the children's work. The ABC system, as it is known in school, ensures that children quickly know whether they need additional support (A), have achieved all of the LO and success criteria, (B) or whether they

have corrections to do (C) Where children receive an A, teachers plan targeted intervention and re-teach activities to address the pupils' misconceptions in a smaller group. Marking comments are used to encourage children to correct, edit and improve their own work.

SUMMATIVE:

- ✓ Teacher's assess against the key knowledge for each unit of work. Quizzes are used to assess children's understanding to build up a picture of a child's history understanding.

Children's attainment in history is reported to parents in termly parents' evenings and in the end of year report which also includes end of Key stage results.

SMSC Development:

At Castlecroft, we recognise that social, moral, spiritual and cultural education is central to the education of all pupils and permeates the whole curriculum and ethos of the school. It is reflected in the behaviours of individuals and in their interactions and also in the provision of teaching resources and learning environments.

SMSC is taught through and in reflected in our history curriculum in many ways. We teach the children about different cultures and how different people live. Children will develop an understanding of how attitudes and ideas have changed over time. We will look closely at the lessons we learn from history and how they relate to our lives today.

Spiritual: Religion is a theme which runs through the chronology of Britain and the world. Linking to RE, history looks at changes overtime in historical contexts, e.g. Stone Age beliefs, Roman God and Goddess etc.

Moral: Through the unit on Maafa, the children get to discuss the moral implication of the slave trade. Children have other opportunities to look at how morals in different cultures have changed and how they are similar and different to ours.

Social: Children will have chance to work collaboratively on projects. During history week, the children will all have the opportunity to visit a local historical site, presenting their findings at the end of the week.

Cultural: Children learn about different areas of word cultures in the past, particularly in Dynamic Dynasties and Maafa, where children learn about

Africa and the slave trade. We look at how cultures of the past are similar and different to cultures today. Black history day is an opportunity for all children to learn about black history and culture.

Equal opportunities:

At Castlecroft Primary School we are committed to providing a teaching and learning environment which ensures equal access to our history curriculum regardless of social class, gender, ethnicity, culture, home background, special need or disability. We are committed to enabling all pupils to reach their full potential.

The Equality Act (2010) sets out anti-discrimination law in the UK replacing all previous equality legislation. It introduces the term “protected characteristics”. The protected characteristics are: age, disability, gender reassignment, race, religion or belief, sex, sexual orientation, pregnancy and maternity, and marriage and partnerships.

In our history curriculum, we aim to promote equal opportunities with all our children and staff and offer equal opportunities to anyone who identifies with one or more of these characteristics. We aim to foster good relations between people who share a protected characteristic and those who do not.

Our Year 6 children study the topic of Mafaa, where the children learn about the impact the slave trade has on modern society. Every child, every year takes part in Black History Day where we learn to appreciate the hardships of the past and the amazing role models who have shaped the future for the black community.

Year 3 look at the Iron Age and the Romans and the part that women played in those societies, especially focusing on the revolt of Boudicca in Britain.

Inclusion:

All pupils are entitled to access the English curriculum at a level appropriate to their needs and abilities. Teachers plan carefully and use a range of strategies to ensure full accessibility and sufficient challenge for all. The school makes efficient use of additional adults, deployed effectively to ensure that our curriculum is accessible for all.

To ensure inclusion for all:

- as a school with a VI base we are committed to ensure full inclusion for our VI pupils who are taught in class alongside their peers. These pupils are only withdrawn for specific needs such as mobility lessons. One to one support in lessons as appropriate, alongside quality modified resources ensures that these pupils make good progress and attain well.
- pupils or groups of pupils with additional needs or those who are under-achieving are identified through our assessment system and appropriate intervention carefully planned and monitored for impact.
- data is analysed and action taken to ensure that any gaps between the performance of girls and boys is narrowed.
- data is analysed and action taken to ensure that ethnicity does not affect attainment.
- teachers and teaching assistants are all aware of disadvantaged pupils ensuring that they are targeted for support in lessons ensuring that they perform in line with non-disadvantaged pupils in the same ability band.
- more able pupils are identified early to ensure that sufficient learning challenge is provided. Where pupils are not achieving to their full potential then careful intervention accelerates their progress.
- children with identified SEND (including pupils with an EHCP) who have English targets receive support and intervention as appropriate to their needs.
- our number of EAL children is significantly below the national average however advice is sought and support and intervention used where necessary to ensure good progress and attainment for these pupils.

Pupils with Additional Needs

As with all other Curriculum areas, we seek to ensure equality of access for our children with special needs, to the same educational opportunities as those available to the rest of the population. SEND children have an entitlement to a broad, balanced curriculum, which is relevant to their needs, and which is delivered using reasonable adjustments where appropriate to help them access quality teaching and learning. Our SEND children-including our visually impaired (VI) children- will have activities and resources adapted by SEND support staff, VI support staff and teachers.

In order to provide quality first teaching, it may be necessary to enhance the curriculum and resources available to pupils with special educational needs. Where necessary the History lead will contact Outreach and the Nurse team (or the Wolverhampton SEND Nurse) for specialist advice and support with adapting teaching (especially for pupils on an EHCP plan, or with Complex SEND).

Some children in school are unable to access a subject specific curriculum and in this case their learning is guided, and progress tracked, by the engagement model in line with government guidelines. Children within this group who have a diagnosis of ASD will have their small steps of progress tracked using SCERTS.

Parental involvement:

Parents play a vital role in the development of history skills. We aim to foster a strong home-school partnership and offer support for parents. Parents can speak to teachers about the children's learning and parent consultation evening.