Our motto ‘Only Our Best Will Do’ and ethos ‘It doesn’t matter where your starting point is, it’s where you finish that counts’ apply to all areas of the curriculum.

# History Policy

Date – 12.10.23

Reviewed – Sept 2024

# At Albrighton Primary School and Nursery, we are historians.

# Intent

At Albrighton Primary School and Nursery, we believe that a **broad and rich curriculum** is essential in the education of all pupils. As a result, history has a significant role to play in both our schemes of work and beyond. We intend to provide children with a sense of belonging and an understanding of the complexities that lie and have laid within the past, present and future world.

Pupils are not only taught the **key knowledge** required, but they are also given lots of opportunities to question, enquire and challenge so that they can develop their own perspectives. At Albrighton, we believe in strong community spirit and **strong community links** and as such use our fantastic locality to enhance the history curriculum; planning for visitors, trips and outdoor learning opportunities where possible.

Our history curriculum drivers are our school values: respect, kindness, responsibility, aspiration, inspiration and resilience; also, our 'End of Year 6 Historian' charter. Our curriculum is sequenced so that all learning builds on prior knowledge and progresses towards meaningful goals. From EYFS, where learners begin exploring events and stories beyond living memory, to KS1, where they learn about significant individuals and events, learners develop foundational historical knowledge and enquiry skills. By KS2, they build on these skills by studying broader historical periods, understanding chronology and exploring changes over time. This progression ensures learners are well-prepared for KS3, where they will deepen historical thinking, analyse complex sources and explore broader themes. We blend traditional teaching practices with the latest research to inspire enquiry and critical thinking, preparing learners for future learning and life as informed citizens.

We believe that **history is an important part of our curriculum** because it…

- Encourages us to be curious and fascinated about the past and its impact today.
- Allows us to learn about real people who lived and real events which happened.
- Provides us with a developing sense of identity and cultural heritage.
- Teaches us to value our own and other people's cultures in modern multicultural Britain.
- Enables us to understand ourselves as individuals and members of society.
- Helps to prepare us for living and working in a contemporary world.
- Gives us an understanding of the diversity of human experience.
- Helps to influence our decisions about personal choices, attitudes and values.

<u>Our Curriculum Design</u>

Our curriculum design and long-term overview ensures that the children meet all the National Curriculum objectives, revisiting concepts to secure understanding, and over a range of time periods to support chronological understanding. The children learn through **a concept-based curriculum**, allowing them to learn beyond solely the topic facts. Concepts or 'big ideas' allow children to make connections between their learning and in turn gain a deeper understanding. Concepts are returned to throughout the year groups to ensure children have a clear understanding of them and enabling them to be held within their long-term memory.

We have identified a set of 'golden threads' that are important to our history topics and locality, which enable children to 'know and remember more' and hold information within their long-term memory.

The following **substantive historical concepts** or **'golden threads'** are at the core of our curriculum:

-Hierarchy & Power
-Conflict & Conquest
-Exploration & Invention
-Culture & Civilizations
-Equality & Justice
-Heritage

Our **disciplinary concepts** underpin how the knowledge is taught and enable our pupils to 'think like a historian'.

-Chronology
-Similarities and differences
-Cause and consequence
-Change and continuity
-Enquiry
-Interpretation
-Significance

# Implementation

At Albrighton Primary School and Nursery, we are committed to teaching high-quality history lessons that meet the aims of our pupils. Children enjoy one history unit each term. Our long-term overview ensures that the children meet the ambitious National Curriculum objectives and is designed with the needs and demographics of our pupils. Teachers are aware of the key knowledge, skills and concepts of each topic and careful consideration has been given to ensure progression across each year group in EYFS, Key Stage One and Key Stage Two.

Across their lessons, children will:

| | |
|---|---|
| Know… | -About changes within living memory.<br>- About events beyond their living memory.<br>- About the lives of significant individuals in the past.<br>- Significant places, events or people in their locality.<br>- Changes in Britain from the Stone Age to the Iron Age.<br>- About ancient civilisations.<br>- The Roman Empire and its impact on Britain to the Viking and Anglo-Saxon struggle for control.<br>- Themes extending beyond 1066.<br>- Local history studies.<br>- About a non-European society. |
| Be able to… | -Have secure chronological knowledge. |

| | |
|---|---|
| | - Gain, use and deploy a historically grounded understanding of abstract terms such as 'hierarchy' 'civilisation'.<br>- Explain why events happened and what their consequences were.<br>- Analyse changes in the past, particularly the pace, type or extent of change.<br>- Analyse how diverse past societies, regions or groups were.<br>- Explore the reasons why some events, places or people are deemed significant.<br>- Use a range of sources and artefacts to answer historical enquiry questions.<br>- Understand that the past can be interpreted in different ways. |
| Have experienced… | -Enquiry based learning.<br>- Stories about the history of humankind.<br>- Opportunities to 'read to learn' with challenging texts.<br>- Opportunities to write in ways that are specific to history.<br>- A wide range of historical vocabulary.<br>- Offsite visits linked to historical learning. |

Teaching Sequence of History

- Explore the **'big question'** and discuss what we will need to know and be able to do.
- Place the historical period being covered in the **chronological context** of previous learning, using a timeline.
- **Connect learning** to previous periods studied and recap key knowledge against the key concepts
- Identify and use **key vocabulary** related to historical enquiry and the period being studied
- Carry out **historical enquiry** using research, a range of sources and artefacts using elements of the key concepts
- **Interpret their findings**, make comparisons and draw conclusions using elements of the key concepts
- Identify and learn about **significant people and events** and the impact they had where appropriate.
- **Communicate their historical knowledge** and understanding in an appropriate way
- **Evaluate what they have learned**, identify key knowledge and compare with other historical periods and their own experience.

Inclusion

Teachers using adaptive teaching methods to enable all children to access the learning. Those working outside of the current year group expectation for history will receive support to access a curriculum based on their specific needs. Teachers use adaptive teaching methods to make it appropriate and challenging for all students in their classroom so every child can access the learning and be successful. For history this means that all children will receive Quality First history teaching in the classroom and the lesson and resources will be adapted to suit the needs of all pupils. This might take the form of using different styles of teaching e.g. drama; breaking up lessons into smaller chunks; rephrasing questions; using movement to remember key terminology; using resources such as widgets or word banks; and targeted support from the teacher and teaching assistant.

# Impact

Children will have a love of history and a holistic understanding of the past via the guidance set in the National Curriculum.

We measure the impact of our history curriculum through the following methods:

- Formative in class assessments to check individual lesson understanding e.g. thumbs up, knowledge 'dump' (writing all learned so far), quick quizzes
- Giving opportunities to show history knowledge through writing e.g. reports, newspaper articles, historical narratives and fact files
- History Assessment Check Points – designed to be given at relevant points during a unit when pupils are secure in their learning to showcase how they 'think like a historian'.
- Creating posters
- Class debates
- Pre and post topic quizzes

Alongside this, pupil interviews will determine that children have a pride in their locality and understand what skills are needed to be a historian. Children don't show success simply by repeating knowledge, but by showing other measures. These include chronological understanding, understanding of causation and change, ability to interpret, historical enquiry and historical significance (all appropriate to their age).

From the subject leader, the teaching of history will be monitored to ensure a high standard across the school. This will be via a range of monitoring; comparing lessons against the progression document; learning walks and pupil interviews.

# Useful documentation

Following the documents below allow teachers to deliver a strong history curriculum to Albrighton pupils.

APS History Progression Document 24-25

History and Geography Map 24-25

Unit Overview Example - World War Two Y5/6

History Assessment Check Points