

# History Policy

## **Intent**

Our carefully planned, engaging, progressive history curriculum is designed with the target of all children becoming inquisitive historians who are curious and ask questions and think hard about the past. Through the study of history, children develop an understanding of how Britain and the wider world has changed through time.

At The Willows Primary School, we will ensure our children become inquisitive historians by making sure they meet the National Curriculum expectations, to:

- Investigate and interpret the past
- Build an overview of world history
- Understand chronology
- Communicate historically

We aim to equip our children with the skills to think as historians by examining sources from the past. Additionally, they begin to understand that historical events can be interpreted in different ways. Children are encouraged to ask insightful questions, think critically, consider evidence and investigate answers.

Our history curriculum is based upon research and evidence-led practice and resources from CUSP (Curriculum with Unity Schools Partnership) and adaptations have been made to reflect our unique local heritage. Our curriculum is based upon the principles of advancing cumulative knowledge, skills and vocabulary, as well as making connections between and throughout periods of time studied. The cumulative nature of the curriculum means new content is connected to prior learning and this eases the load on children's working memory. The curriculum is rich in vocabulary, knowledge and skills that are progressive and transferable.

The curriculum includes clear links to our rich local heritage enabling children to explore how our local story has impacted and been impacted upon by national and world-wide events in the past. This includes the unique story of our school site, local area and its connection to the famous potter Josiah Spode. Through clear links to our local heritage, children gain an understanding of their unique identity as a young person from the Potteries in Staffordshire.

Substantive knowledge (subject knowledge and explicit vocabulary used to learn about the content) and disciplinary knowledge (working as a historian) are explicit in our planning of the curriculum and progression is demonstrated from Nursery through to Y6.

Community	Knowledge	Invasion	Civilisation	Power	Democracy
This gives us a focus on a large group of people living in a place	This gives a focus on the difference knowledge makes to people	Taking over another country or region with an armed force.	A large group of people who follow similar laws, religion and rules	The power to advance technology, architecture or the arts. OR The power over people and places	A form of government voted for by the people.

Our defined substantive concepts (community, knowledge, invasion, civilisation, power and democracy) are used as a vehicle to connect learning across different historical time periods.

In addition, our six disciplinary concepts (chronology, cause & consequence, change & continuity, similarity & difference, evidence and significance), support children to think as historians.

Each historical period studied has two or three main substantive concepts for staff to focus children's historical thinking on. Through revisiting these different concepts in different historical contexts, children's understanding of the past is deepened and connected. For example, the concept of invasion is revisited in the study of the Romans in Britain, Anglo-Saxon and Viking conflicts and the study of World War II. Most disciplinary concepts will be touched on briefly in each topic, to enable children to connect and build on previous learning and develop their understanding of thinking critically about the past.

## Implementation

All teachers at The Willows Primary school provide inclusive, quality first teaching in history through the planning and delivery of engaging and effective lessons. Each lesson is focussed around a key enquiry question that encourages children to be curious about the past.



Connect



Explain



Example



Attempt



Apply



Challenge

Teaching and learning follow the CUSP Six Phases of Learning model to ensure that learning: connects to prior learning; is taught explicitly; children are given time and support to understand and deepen their learning and are challenged appropriately.

Historical events are predominately taught in chronological order throughout key stage 2 and clear links are made between each year groups prior historical topics; this means children can create their own clear individual mental timelines. To further reinforce chronological awareness, we also have progressive visual timelines available within history books and on display within each classroom. This ensures continuity throughout the school and helps children to develop a growing sense of place and time. A larger, bespoke timeline has located within the school grounds to provide an additional teaching area for chronological activities.

Throughout our history teaching every child has an equal opportunity to learn the rich vocabulary, knowledge and skills needed in a clear progressive manner. Pupils are explicitly taught the vocabulary, knowledge and skills required then are supported and challenged to learn, use and deepen their understanding accordingly. Substantive knowledge is included in knowledge notes to summarise key learning, vocabulary and historical concepts. Retrieval practice and revisiting prior learning is a fundamental element of our history curriculum. This can be seen in many places, such as each lesson starts with a connect activity and in the use of cumulative quizzing. Carefully planned use of resources, educational visits, firsthand experiences and technology all support learners to enhance and deepen their understanding.

Assessment is both formative and at the point of learning as well as summative to feed forward to the next point of contact pupils will have. End of topic assessments using multiple choice questions help teachers to assess retention of key substantive knowledge and vocabulary and identify misconceptions. Teachers seek to revisit key vocabulary and knowledge as frequently as possible.

### Early Years

Teaching in Early years, pupils look at understanding the world around them, focusing on the natural world, past and present and people, culture and community. In class, staff provide children with a range of experiences encouraging them to start thinking like historians from an early age. As well as being read a range of stories, non-fiction, songs and poems to develop their understanding of our culturally, socially, technologically and ecologically diverse school and world, which also develops their knowledge and vocabulary. This forms the foundation for future learning.

### Key Stage 1

Teaching in Key Stage 1 focuses on young children developing a sense of time, place and change. Children will study changes within living memory to develop an understanding of

difference over time within concrete experiences of their lives. Exploring their own timelines and how childhood has changed within living memory develops the children's chronological understanding.

Pupils study the lives of significant individuals, focusing on significant monarchs King Charles III, William the Conqueror and Queen Victoria. This contributes to the promotion of British values and an understanding of how our country is governed. Other significant individuals include local potters Josiah Spode and Clarice Cliff, Mary Anning and David Attenborough. Chronology and place in time steers the understanding of the context in which these significant individuals lived.

Pupils in Key Stage 1, also look at events beyond their living memory. Here, pupils draw upon early concepts of chronology and connect it to more abstract, but known, events in the past focusing on the Great Fire of London and the significant disaster of the Titanic which was captained by the local individual Edward Smith. They also learn about the impact of changes in transport and leisure on how people lived during the Victorian era.

Children study local history through exploring how our very own unique school building was a Georgian residential home built for the potter Josiah Spode and his family and learning about the significant individuals of Josiah Spode and Clarice Cliff. This local heritage is revisited and explored in more depth within Key Stage 2.

### Lower Key Stage 2

Children start their journey learning about Ancient Greek life and achievements and how they influenced the western world. This is followed by a study into the cultural and technological advances made by our ancestors and how Britain changed throughout the Stone, Bronze and Iron Ages. Children learn about the role of an archaeologist and how their discoveries guide us to know how early humans were creative, innovative and expert at surviving in changeable environments. Having an in-depth understanding of Iron Age Britain offers solid foundations for the study of the expansion of the Roman Empire and how it influenced Britain. After gaining an understanding of the development of early civilisations, children focus in depth on Ancient Egypt and its advancements in the Nile Valley.

### Upper Key Stage 2

Children build upon their understanding, by exploring how Britain was settled by Anglo-Saxons and the significant cultural impact of these events. This is followed by a study of the Vikings,

their origins, conquests and agreements with English Anglo-Saxon kings. While learning about the Anglo-Saxons, children investigate the local 'Staffordshire Hoard' and how these artefacts changed our understanding. An in-depth local study into the changes in our school locality due to the industrial revolution and the unique story of the school site is undertaken which enables children to investigate a wide-range of primary sources.

In their final year, pupils study The Battle of Britain in the context of how conflict changed society in the Second World War. Modern history is also studied through units such as the Windrush Generation. Knowing about slavery, Caribbean culture and the injustice of the past enlightens pupils to understand why events happened and how these pioneers faced racism, discrimination and prejudice. Finally reflecting the unique demographic of our children, we investigate the ancient Islamic Civilisation. We connect this study with pupils' prior knowledge of what was happening in Britain at the same time. The effect of this is to deepen and connect a broader understanding of culture, people, places and events through comparison.

## **Impact**

Leaders and the subject lead work collaboratively to monitor and evaluate the impact of the History curriculum using a variety of strategies, including:

- Learning Walks
- Pupil Voice
- Seeking views of other stakeholders: parents, carers, staff, governors, community

These will demonstrate by the end of each key stage, children know, apply and understand the substantive and disciplinary knowledge specified in the history, National Curriculum programme of study for KS1 and KS2 and the Understanding the World strand of the EYFS.

Our provision enables pupils to explore, interpret, reason, connect and contextualise learning and the world around them. Children will have developed a sense of chronology and period for the time periods they have studied and be able to make links between the main six substantive concepts (community, knowledge, invasion, civilisation, power and democracy) covered across of history curriculum. Children will be able use their disciplinary knowledge (working historically skills), to analyse the knowledge they have gained so they can ask and answer questions about change, cause, similarity, difference and significance.