

Stocks Lane Primary School

History

Policy



Reviewed March 2025

Renewal date March 2027

Rationale

At Stocks Lane Primary School, History is a practical and engaging subject which motivates and inspires our children to gain a coherent knowledge and understanding of Britain's past and that of the wider world. Through our study of individuals, societies, cultures and countries within which they live - and those within the wider world - History enables pupils to gain awareness of what happened in the past and reasons for these events.

Intent

Through the teaching of History at Stocks Lane Primary School, we intend to enable pupils to:

- Foster an interest in the past and to develop an understanding that enables them to enjoy all that History has to offer.
- Know about significant events in British History, to appreciate how things have changed over time and understand how Britain has influenced the wider world.
- Develop a sense of chronology and understand how they fit into the framework of the past, present and future.
- Know and understand how the British system of democratic government has developed and, in doing so, contribute to their citizenship education.
- Understand how Britain is part of a wider European culture and to study some aspects of European History.
- Have some knowledge and understanding of historical development in the wider world, including ancient civilisations, empires and past non-European societies.
- Understand society and their place within it, so that they develop a sense of their cultural heritage.
- Develop their skills of enquiry, investigation, analysis, evaluation and presentation.
- Develop their ability to ask historical questions and create their own structured accounts, including narratives and analysis.
- Gain and use historical vocabulary.
- Gain historical perspective by placing their growing knowledge into different contexts.
- Understand historical concepts such as continuity and change, cause and consequences and use them to make connections.

Implementation Throughout School

Teaching and Learning

Children are taught in class groups for History and classroom organisation depends on the needs and abilities of the pupils and also on the aims of the lesson. In planning History work, teachers are mindful of the ways in which pupils learn. The teaching of History reflects different teaching and learning styles to ensure full inclusion such as whole-class lessons, group, paired and individual work, which can be combined with enquiry-based research activities.

Throughout school the History curriculum focuses on transferrable key skills, which provide children with an ability to gain knowledge and understanding of the subjects covered in a way that encourages independence, curiosity and interest. These key skills are: Investigation, analysis, communication, considering and responding and chronological awareness.

Each key stage also has its own specific areas of focus.

Early Years Foundation Stage

We teach History in Reception classes as an integral part of the Understanding the World Past and Present work covered during the year. As the Reception class is part of the Early Years Foundation Stage of the National Curriculum we relate the history side of the children's work to the objectives set out in the Early Learning Goals (ELGs) which underpin the curriculum planning for children aged three to five.

History makes a significant contribution to the ELG objectives of developing a child's knowledge and understanding of the world through activities such as discussing the lives of people around them, comparing similarities and difference between things in the past and now and using texts to understand the past through different settings.

Historical vocabulary is also introduced and developed to enable children to discuss their ideas fully.

Key Stage One

In Key Stage 1, History is taught in a range of discreet lessons and as part of cross-curricular learning with a focus on:

- Changes within living memory. In particular, those that reveal aspects of change in national life.
- Events beyond living memory that are significant nationally or globally.
- The lives of significant individuals in the past who have contributed to national and international achievements. Some of which are used to compare aspects of life in different periods.
- Significant historical events, people and places in pupil's own locality.

Key Stage Two

In Key Stage 2, History is taught in a range of discreet lessons and as part of cross-curricular learning with a focus on:

- 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.
- Ancient Greece.
- A non-European society that provides contrasts with British History.

Planning

We carry out curriculum planning in History in three phases (long-term, medium-term and short-term). The long-term plan maps the History topics studied in each half term for each year group; the History subject leader works this out in conjunction with teaching colleagues in each year group and the children study History topics in conjunction with other subjects, especially at Key Stage 1. Some topics have a particular historical focus and in Key Stage 2 we place an increasing emphasis on independent historical study. We teach the knowledge, skills and understanding set out in the National Curriculum through the corresponding programme of study.

We also use Topic Webs as the basis for our medium-term plans, the History subject leader keeps and reviews these plans on a regular basis. Teachers develop their own medium-term plans, covering a half term and often as part of a cross curricular topic.

The class teacher writes short-term plans for each lesson and these plans list the specific learning objectives of each lesson. The class teacher keeps these individual plans.

Marking and Feedback

Adults at Stocks Lane assess children's work in History by making informal judgements as they observe them during each History lesson. Verbal and written feedback is often given "on the spot", with a focus on addressing misconceptions, moving learning forward and providing appropriate challenge.

On completion of a piece of work the teacher marks the work in green pen following the school's Marking and Feedback Policy and comments as necessary. Pupils are then given the chance to respond to feedback, address any misconceptions, edit and improve work and respond to challenges in red pen.

Assessment

Assessment is an integral part of teaching and learning. Its purpose is to highlight success and achievement, as well as identifying areas that need further support measured against the National Curriculum (2014) Age Related Expectations (ARE).

We assess children's prior knowledge through questioning and discussion at the start of each topic and lesson.

Formative assessment is carried out informally on a day-to-day basis using marking and feedback during and after every lesson, questioning and peer and self-evaluations. We analyse pupils' retention of key facts and vocabulary through the use of Maximising Memory techniques at the start of each lesson. This information will then be used to inform future planning.

Summative assessment is undertaken in line with the assessment cycle (see Assessment Policy) and teachers complete the school's data tracking system following each assessment point or end of unit. Summative assessment reviews the pupils' capability and provides a best fit level. Use of independent open-ended tasks, provide opportunities for pupils to demonstrate capability in relation to the term's work. There should be an opportunity for pupil review and identification of

next steps. Summative assessment is recorded for all pupils showing whether the pupils have met, exceeded or not achieved the learning objectives.

Pupil progress is tracked throughout the year and reported to parents during regular parent's evenings and in the end of year report.

Role of Subject Leader

It is the role of the subject lead to oversee the teaching and learning of History across the school. This includes a range of responsibilities such as:

- Undertaking the monitoring of standards in History and using this to inform the History action plan.
- Providing leadership and management of their subject to secure high-quality teaching and learning.
- Playing a key role in motivating, supporting and modelling good practice for all staff.
- Taking a lead in policy development and review.
- Liaising with outside agencies and attend subject specific courses.
- Reporting to the Headteacher and Governing Body on history-related issues.
- Planning and organising the allocation and purchase of resources in accordance with available budget.

Inclusion

At Stocks Lane Primary School, we teach History to all children whatever their ability. History forms part of the school's curriculum policy to provide a broad and balanced education to all children. We provide learning opportunities matched to the needs of children with learning difficulties and we consider the targets set for individual children in their IEPs.

Teachers take account of the three principles of inclusion that are set out in the National Curriculum:

- Setting suitable learning challenges.
- Responding to the diverse learning needs of pupils.
- Overcoming potential barriers to learning and assessment for individuals and groups of pupils.

Equal Opportunities

It is the responsibility of all teachers at Stocks Lane Primary School to ensure that children irrespective of ability, race, gender, age, faith, sexual orientation, and disability are given full access to the History curriculum and make the greatest possible progress in accordance with recent legislation. Please refer to the schools Equal Opportunities Policy.

Policy Review

This policy was written by the History subject leader following discussions with the teaching staff at Stocks Lane Primary School.

Policy Updated March 2025

The policy will be reviewed again in March 2027.

Signed Chair of Governors.....Date.....

Signed Headteacher.....Date.....