



Confidence. Persistence. Getting Along. Organisation. Resilience.

History Policy

School Vision

Edisford Primary School seeks to broaden children's experiences, ensuring that they build personal characteristics alongside strong academic progress. We do this through a first-hand learning approach wherever possible, with children learning key characteristics for success, as well as teaching the core skills and knowledge associated with each subject.

History Intent

The past inherently teaches us about the present. Through the study of people in the past, children learn to become analytical thinkers, asking questions and hypothesising about what life was like. They learn to be curious about why events happened as they did and learn to measure the impact of these events. History piques our interest about the lives of others and how they adapt to change. Therefore, through the study of the subject of History, our children to learn transferrable skills, such as the ability to sift arguments, weigh evidence, use historical terms and order events chronologically. We want children to be able to imagine what life was like and learn from the follies and achievements of the past.

At Edisford, our History teaching is underpinned by five components:

1. Historical Knowledge (Significant dates, events and individuals)

In each year, children learn a key set of significant dates and events, as well as the names of significant historical figures. This is built upon in a spiral curriculum from Reception through to Year 6. Dates and events are linked to the units of history covered. This aids chronological understanding.

2. Chronological Understanding

We want our children to be able to understand the order of events and as a result, the cause and effect of events. We want our children to know and understand the history of

these islands and the wider world coherently and chronologically, from the earliest times to the present day. We teach key dates and events from Reception through to Year 6 in a spiral curriculum, adding pertinent events each time to memorise. In this way, children will gain historical perspective.

3. Historical Enquiry

Underpinning our history curriculum is our intention that children imagine what life was like and learn from the past. They do this by hypothesising about the past and asking historical questions such as 'How did children feel being evacuated during WWII?' or 'What was daily life like in Anglo-Saxon England?' They also practise answering these questions using the evidence. Children learn to do this best by handling artefacts and looking at historical evidence. In this way, they develop a keen sense of perspective and judgement.

3. Interpreting Evidence

We encourage our children to empathise, ask questions and strengthen understanding of a period of history. We want them to interrogate evidence and artefacts, so that they glean information about life at the time. We use a mixture of approaches for this – primary evidence such as pictures or photos, written evidence and artefacts (diaries etc.) and secondary sources such as diagrams, written evidence. We also encourage children to understand the concept of an artefact in imaginative ways e.g. Archaeology trays with modern-day objects or replica 'Grecian' pots. We teach children to handle artefacts carefully so as to preserve what history has left to us. Handling real evidence is a key part of how we teach history.

4. Historical Concepts

We want our children to understand key historical concepts such as continuity and change, cause and consequence, turning points in history, similarity and difference, significance, connections and trends and achievements and follies. Children will learn how to draw contrasts and analyse trends. They will present these findings in a variety of ways including writing at length, analysing evidence and comparing and contrasting. Children will also learn how to weigh up the significance of events and their effect on history.

History Lesson Sequencing

Each year group covers the statutory components of the National Curriculum for History.

In Reception, children learn about themselves and the people around them and their roles in society. They place their birthdays on a timeline and talk about today, yesterday and tomorrow. They learn to use the past tense when talking about events that have happened and the present tense for things that are happening now. They also learn about key people who were significant in the past, such as Guy Fawkes, King Charles III and Neil Armstrong. They study animals such as dinosaurs, and how they are extinct.

In Key Stage One, children learn about the Victorians and compare their lives to their own. They study significant events in British or world history, compare and contrast the lives of significant individuals such as Mary Seacole and Florence Nightingale, and study their local history through Clitheroe Castle. They build on this understanding by studying the Wright brothers who made the first flight and the Great Fire of London. By the end of Key Stage One, we intend children to understand that significant events happened in the past and know some significant people. They also gain an understanding of chronology.

In Key Stage Two, children cover a range of historical events and periods. These are organised so as to appeal to the age of child. This means that children look at Prehistoric Britain, moving on to Roman Britain, then the Anglo-Saxon and Scots settlement of Britain, before studying the Viking and Anglo-Saxon struggle for the Kingdom of England. This enables children to gain a sense of British history over time.

Pupils are also taught about Ancient Greece, local history of Clitheroe and Low Moor, Ancient Egypt and social history through the study of Crime and Punishment.

Within each key stage, lessons are sequenced within each unit to ensure continuity and include teaching hooks and first-hand experiences to pique children's interest, chronologies and timelines, handling of artefacts including replicas, workshops by historians, history trips. The lessons draw on the Edisford ethos of 'enjoyment, charisma and memories'.

Each year group learns key dates and events in the past, which builds from Reception through to Year 6. We want our children to know certain dates and events by heart.

Teaching Methods

We use our own History curriculum to teach from, which has been organised to suit the age of each year group. The specific eras of history are taught and are placed chronologically into children's prior knowledge. This allows children to make links between time periods and gain a sense of place and time. The golden thread running throughout is the learning of significant dates and events. This ties together the separate units children study, giving them historical perspective.

Every year group has key dates and events that they learn to order chronologically.

History Lessons and Coverage

EYFS

Children are taught historical skills and knowledge through a main theme. This equates to around six History activities.

In Reception, children cover History through their Areas of Learning within 'Past and Present' (Understanding of the World). There is an overall theme where discrete History activities are taught including historical skills and knowledge.

KS1

In Year 1 and 2, learning in History is blocked, so children study each unit through one week in sequential lessons. This equates to six lessons per half term for each unit. This is because younger children can build up a better body of knowledge through the week which they are more likely to remember. Children also learn about significant world and national events at certain times of the year e.g. Gunpowder Plot and Remembrance around the beginning of November and the King's coronation in May 2023 (living history).

KS2

In Years 3 to 6, children study History once a week, which equates to six lessons in that unit. Some year groups have two History units and three Geography, whilst others have three History units and two Geography.

Significant Events

Within every year group, children also study Significant Events e.g. Gunpowder Plot and Remembrance. This isn't repetitive, because each year group studies a different aspect e.g. Year 3 study photographs of the trench warfare in the First World War, whilst Year 5 listen to Churchill's 'Fight them on the beaches' speech to discern what it tells us about people's feelings about war at the time. Lastly, all year groups have studied the King's coronation in 2023. This is to give children a sense that history is happening now and that they are a part of history themselves i.e. living history.

Timeline Chronology

Every class has a list of significant historical dates and events to learn by heart. These develop children's working memory in the first instance, adding to their long term memory over time. By revisiting each event from the previous year, they can commit events to their long term memory. By adding new events, they broaden their memory skills.

The events chosen home in on turning points in history, or moments of national or international significance. This contributes to children's cultural capital.

First-hand Experience

We foster a love of learning about the world through first-hand experience. This gives children:

- **Memories**: More memorable learning because it is interactive e.g. archaeology 'digs', constructing replica ancient Greek pots and constructing papyrus paper.
- **New Vocabulary**: Learn historical and subject specific vocabulary to enable them to talk about the past.
- **Handling artefacts and evidence**: Handle real artefacts (or replicas) first-hand, in order to glean information about the past. This encourages children to use their senses, develop questioning and problem-solving skills. This strengthens their understanding of a period of history and enables them to empathise with people from the past.

Subject Monitoring

History is monitored three times a year in three different ways. This enables the subject leader to understand how effectively History is taught and learnt.

Autumn term: Learning walk to ascertain coverage and depth

Spring term: Work scrutiny and observations

Summer term: Pupil interviews

These are performed by the subject leader. This is fed back in SLT and staff meetings in a model of continuous improvement.

Assessment

History is assessed at two points in the year:

- Mid-point (End of Spring first half term)
- End-point (End of the Summer second half term)

Teachers use statements for an expected standard at each assessment point in the year. Teachers assess each unit taught at the mid-point and use this to inform the end-point assessment.

Cross-curricular

Children use a range of skills and the expectation is that this compares with a similar English, Maths and Science ability.

Maths skills might be:

- Pie charts (calculating percentages for example from a local census)
- Bar charts (to compare amounts e.g number living in a house in 1886)
- Venn diagrams

English skills might be:

- Newspaper report from the past
- Diary extract
- Sequencing the order of events
- Non-chronological reports

- Labels, captions, diagrams, explanations

Spiritual, Moral and Cultural Development

The study of History offers children the opportunity to assess the achievements and follies of people in the past and learn from them. They learn to reflect on right and wrong, cause and consequence, weighing up evidence and sifting through arguments. This makes them better able to form balanced views and opinions, be tolerant of others and learn from past mistakes, the basis of British Values. Children learn about their own history, their local history, their country's history and the history of the world, adding to their cultural capital.

Continuous Professional Development

Training is given by the subject leader and the SLT through discussions and coaching in staff meetings. Teachers scrutinise their own books during assessments and moderate with other teachers. SLT learning walks, subject leader observations and work scrutinies hone the teaching of Geography.

This policy was reviewed and renewed in November 2022.