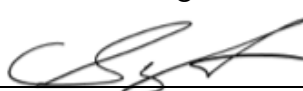


Whitby Heath Primary School



History Policy

Policy written	January 2024
Agreed by Governors	February 2024
Next Review	February 2026
Head teacher	Mr S Wright 
Chair of Governors	Mr N Lacey

Intent

At Whitby Heath we aim to ensure that all pupils are able to develop their historical skills, vocabulary and chronological understanding throughout all areas of the history curriculum. We further aim to deepen pupils' knowledge and understanding of historical eras and significant events and individuals, allowing them to develop an understanding of how the past influences our present. We aim to ensure all pupils' can confidently recall historical information and make links between historical eras.

We use Quality First Teaching to allow children to gain history knowledge, develop their historical skills and their vocabulary. We aim for children to develop their substantive knowledge (relating to chronological understanding; knowledge and understanding of past events, people and changes in the past; historical interpretation; organisation and communication and historical enquiry) and disciplinary knowledge (how historians interact with these ideas). Furthermore, our curriculum fulfils the 'big ideas of history', to ensure that children are developing their knowledge and skills over time. This allows children to gain an understanding of the past and how it affects our present and future. This allows them to see themselves as part of a bigger history picture in the world, in particular challenges that face the environment and challenges in society.

Implementation

At Whitby Heath, we follow the scheme 'Rising Stars' progressive history scheme, to help deliver lessons to the children. These lessons have been adapted, as well as resources created, by class teachers to ensure that all children are able to access the curriculum, to all, including those with SEND. The scheme has been designed to meet all the National Curriculum requirements and is planned sequentially to ensure appropriate chronological coverage. Links are explicit to ensure pupils can recall learning and increase depth of understanding. National Curriculum outcomes as well as Early Learning Goals are included in the planning documents.

Our curriculum is designed alongside DfE guidance which states that 'A good history education is so important to children's education. Studying history helps children to understand their place in the world, and in the long story of human development. And it challenges them to make sense of the similarities and differences in human experiences across time and place'. Our curriculum follows a dialogic approach and teaches pupils through enquiry and using carefully selected materials and resources which are at the heart of all lessons. From this, lessons are designed in small steps, to ensure children's working memory is engaged. From this, lessons are designed in small steps, to ensure children's working memory is engaged. Class teachers adapt the plans based on the needs of the children in their class, to create engaging and stimulating lessons which will inspire them in their history learning. In this, each key strand of history chronological understanding; knowledge and understanding of past events, people and changes in the past; historical interpretation; organisation and communication and historical enquiry is explored every unit, to ensure that all children have a breadth of historical understanding. We recognise that new knowledge can be fragile, therefore we used spaced retrieval practices to aid retention of the knowledge into the long-term memory, as well as

making cross-curricular links across the subject, to ensuring that children have detailed schemata.

In Key Stage 1 and 2, history is taught termly in weekly, hourly lessons. This allows for time to be spent developing children's historical skills. Three history units are taught across an academic year, across 3 half terms.

1. Knowledge

Our curriculum aids children with their development of substantive and disciplinary knowledge, which helps children learn and remember more. This also draws from the children's prior knowledge, whilst teaching new knowledge to help children develop their schemata. Our whole school approach of spaced retrieval, further aids with this, by allowing children to draw on their knowledge over spaced periods of time. This is through morning SODA activities, end of the week low stakes POP quizzes and monthly quizzes.

Prior knowledge is highlighted on the unit overviews to teachers, so they can make high quality questions drawing from this to understand any potential gaps in their learning and adjust their planning to accommodate this.

When knowledge is secure and successful links have been made from their prior learning to their current knowledge, children are given the opportunity to apply this knowledge into different situations. This aids the development of children's critical thinking skills.

2. Skills

Our curriculum is planned to ensure that children have exposure to practising and experiencing history skills. In history, children are taught the same historical skills throughout the school but the skills are progressive and applied to time periods. History units are planned to provide opportunity to practice these key skills:

- Develop a chronological understanding, putting the time period in context.
- Understand the cause or consequence of a significant historical event.
- Understand what has changed and what has stayed the same.
- Identify similarities and differences between the ways of life in different time periods.
- Ask, address and device historically valid questions.
- Analyse evidence and question its validity.

This allows children to gain mastery of these skills, throughout their learning journey and form solid foundations of this for when this is taken to an even deeper level in Key Stage 3.

3. Attitudes & Values

At Whitby Heath, we praise children on the effort and determination that they show linking to our Whole School Values, encouraging them to try their best and never give up, even though the task could be tricky. This approach to learning helps develop the children's growth mindset and provides them with a 'can do' attitude

towards history. Despite trying to develop the children's growth mindset, we are conscious that tasks have to be achievable, although challenging the children to complete it. Therefore, class teachers adapt the tasks to ensure that children have appropriate challenge, but that children can still achieve it.

At Whitby Heath, we want children to have the resilience and self-esteem to take risks in their history learning and challenge themselves further. Whether this is through one of the chronological understanding headings, or by completing a challenge provided for them, extending them further in their history learning.

4. Developing a love of history

At Whitby Heath, we want to develop a love of history, which will encourage them to pursue this further in their life. We want our children to be curious and gain fascination about the wonderful world that we live in and how it has developed over time. Equally, we want our children to be able to explain, with confidence, the significance of individuals or events in history and the importance of this cause and effect.

As part of developing children's Cultural Capital, we encourage teachers to plan for children to learn outside of the classroom, to enrich children's historical understanding. Therefore, teachers have a suggested enrichment plan that they can use where they can plan appropriate educational experiences for children at different locations, to enrich their historical understanding.

5. Assessment

Formative assessment is integral to our teaching and learning at Whitby Heath, whereby this approach is used in history learning too. We utilise live marking and feedback, so children's misconceptions are addressed immediately. We have an ethos of celebration, where we celebrate children's achievements and learn from our mistakes together, using the visualiser. Feedback can be given to children on a whole class basis, individual verbal feedback or further feedback, if there are still misunderstandings or misconceptions, that need to be further addressed on a whole class, group or individual basis.

Children are assessed at the end of a unit of study according to specific, progressive assessment statements which are broken down into key areas of study- Historical Knowledge, Historical Concepts and Historical Enquiry (Appendix 2) assessment statements are specific and are set out for each unit of study according to National Curriculum expectations; and that of teacher judgement in order to make an overall judgement. From this children are then identified as Working Towards (WTS) Expected (EXS) or Greater Depth (GDS).

Further assessment opportunities may be presented to support teacher judgements throughout the unit of study including, SODA activities Quizzes and retrieval tasks.

SEND & Inclusion

At Whitby Heath, it is known that we have high expectations of our children in themselves and their learning. However, we acknowledge that some children need additional support, to help them retain and access the learning. Therefore, tasks are

suitably adapted and scaffolded to help them overcome any barriers to learning, to still make progress. Teachers use their knowledge of their children, to make these adaptations, that are catered to the child's specific needs. Equally, we want all children to be independent history learners, so changes are made so children can thrive and enjoy their history learning, so the sky is the limit for them.

As cited in our SEND policy, we use a wave process when supporting children's needs. Quality First Teaching is the key to inclusive teaching to ensure all children are able to access the curriculum. Examples of this can be:

- Breaking learning up into more manageable chunks
- Planning for error and any misconceptions
- Using manipulatives or images
- Modelling, such as using the I do, We do, You do model
- Scaffolding

During Wave 2, extra measures are put in place to ensure that children can access the curriculum. This can include:

- In class support for groups of pupils from Additional Teacher or Teaching Assistant
- Planned, purposeful periods of withdrawal to work with a TA using a support programme
- Additional in class activities/ resources as required
- Increased use of technology (computer programmes)
- Peer support/buddy systems
- Differentiated homework and support advice for parents/carers

Some children have strategies that are individual to them, that have been discussed with the class teacher, parents, SENCo and other professionals, to further help them access the curriculum and ensure that knowledge is transferred into their long-term memory.

Higher Attainers

Opportunities to extend higher attainers in their history learning has been planned for in the curriculum, as well as by class teachers. Due to having high expectations of all learners in our school, teachers always plan additional challenges for children to complete. This usually is an extra push for children, which can often be a question, designed to encourage children to think deeply and apply what has been learnt.

CPD for staff

CPD is planned for staff throughout the year and opportunities for this, in regards to history, is mapped out by the SLT team, in line with the whole school development plan. The subject lead also sources credible, evidence informed CPD. The strategic subject lead also lends their experience to aid the subject lead with making decisions impacting the subject, as well as the monitoring of the subject. Furthermore, CPD through the means of staff meetings allows for teachers to join to share what is working well, as well as introducing new pedagogy backed with evidence that has been proven to improve pupil outcomes and therefore learning. Staff are encouraged to complete their own research to well equip themselves with the subject matter, to ensure that high quality lessons are delivered. The subject lead will help teachers if they require any further support in terms of Pedagogical Content Knowledge as well as Pedagogy in history.

Monitoring of History

The monitoring cycle for subjects is mapped out by the SLT team. This can be in the form of book looks, lesson walk-ins, learning walks (including looking at the use of working walls), pupil voice and staff surveys. All monitoring undertaken is purposeful, with the aim of improving and developing the history curriculum across the school. This is undertaken with the Strategic Subject lead, with a clear focus that will be explored.

Transition to KS3

At Whitby Heath, we work closely with feeder secondary schools in the local area, to ease the children into their transition into secondary school.

Impact

At Whitby Heath, we aim high to ensure that we create a supportive and collaborative environment for history learning through our curriculum being investigative and enquiry based. This means that activities completed are more engaging to the children because they can link it to what they have explored and experienced. This emphasis placed on investigative learning opportunities, helps children gain a coherent knowledge of understanding of each unit of work covered throughout the school. As well as this, the spaced retrieval approach that we have in school, and in history, ensures that the knowledge children gain is effectively integrated into their schemas, and transferred into their long-term memory. As a result, children learn more and remember more.

Our history curriculum is high quality and is planned to demonstrate progression, including the children's Historical skills, where in one unit, each skill set out in the National Curriculum, can be covered multiple times in a unit. We focus on the progression of knowledge and skills, as well as building the child's vocabulary development which forms a significant role in the units of work.

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

- Assessing children's understanding of the topic, including linked vocabulary after the unit, as well as during SODA activities across the school
- Summative assessment of pupil discussions about their learning.
- Images and videos of the children's practical learning.
- Conducting pupil voice with the pupils about their learning
- Deep Dives- where pupil's books are scrutinised and there is the opportunity for a dialogue between teachers to understand their class's work
- Annual reporting of standards across the curriculum within the Headteachers report to the Governors.

Appendix 1 – History Curriculum Map

	AUTUMN	SPRING	SUMMER
Year 1		*	

Unit of Work	A2: My Family History <i>What was life like when our grandparents were children?</i>	Sp2: The Greatest Explorers <i>Who were the greatest explorers?</i>	Su2: Great Inventions – Transport <i>How did the first flight change the world/Why were the Rainhill trials important?</i>
Year 2			
Unit of Work	A2: Bonfire Night and the Great Fire of London <i>Should we still celebrate Bonfire Night/Did the Great Fire make London a better or worse place?</i>	Sp2: Holidays <i>How have holidays changed over time?</i>	Su2: Our Local Heroes <i>Who are our local heroes?</i>
Year 3			
Unit of Work	A1: The Stone Age <i>What was new about the New Stone Age?</i>	Sp1: The Bronze Age and the Iron Age <i>Which was more impressive – the Bronze Age or the Iron Age?</i>	Su1: Local History <i>Why should we preserve our locality?</i>
Year 4			
Unit of Work	A1: The Ancient Egyptians <i>How much did the Ancient Egyptians achieve?</i>	Sp1: Roman Britain <i>What happened when the Romans came to Britain?</i>	Su1: Crime and Punishment <i>How has Crime and Punishment changed over time?</i>
Year 5			
Unit of Work	A1: The Anglo-Saxons <i>Was the Anglo-Saxon period really a Dark Age?</i>	Sp1: The Vikings <i>Would the Vikings do anything for money?</i>	Su1: Journeys <i>What makes people go on a journey?</i>
Year 6			
Unit of Work	A2: The Maya Civilization <i>Why should we remember the Maya?</i>	Sp2: The Ancient Greeks <i>What did the Greeks do for us?</i>	Su2: The Impact of War <i>Did WWI or WWII have the biggest impact on our locality?</i>

Appendix 2 – Example Assessment Criteria

Year 3 Unit 1: The Stone Age

Historical knowledge

History concepts

Historical Enquiry

Features of the work of children meeting expectations Progression Framework statement:

- The child's work will contain a number of historical terms from this unit, and from earlier studies. Can identify some details from within and across several themes, societies, events and significant people covered in local, national and global history, e.g. using knowledge gained from their study of the Stone Age, identifying three of the main achievements of the people in the Neolithic period, and perhaps providing some reasons for their selection.
- Can make valid statements about the main similarities, differences and changes occurring within topics, e.g. the pupil can describe a range of the key changes between the Old and New Stone Ages.
- Can see links between changes, and begin to identify types of change.
- Will demonstrate an awareness of the significance of change and its impact.
- Can describe some relevant causes for, and effects of, some of the key events and developments covered, e.g. reasons why changes took place during the Neolithic period.
- Will demonstrate an understanding that some of the causes and/or effects are of particular importance, e.g. why the changes took place in the Neolithic period.
- Can understand how sources can be used to answer a range of historical questions, e.g. 'Do you think the Bronze and Iron Ages were dangerous times to live?'
Is aware that some sources may be more useful than others in answering certain historical questions.