



Inspire ★ Believe ★ Achieve

'Don't let anyone look down on you because you are young, but set an example for the believers in speech, in conduct, in love, in faith.' 1 Timothy 4:12

History Policy

Intent

At Yealand CE Primary School, we have a wealth of hands-on learning experiences on our doorstep which we try to incorporate into our curriculum. During our topic work, children are given the opportunity to visit different sites of historical significance to help them retain historical knowledge and skills, such as experiencing life in a castle at Muncaster Castle, exploring Lancaster's heritage including links with the slave trade, investigating Egyptian life through interactive workshops and online museum talks.

We encourage visitors and people from the community to come into the school and talk about their experiences of events in the past. Our aim is to make these experiences memorable for the children so that it deepens their understanding.

We believe History is an important subject and the local links are vital as we want children to understand how the past has shaped the place in which they live, and how they will continue to shape it in the future. Of course, as not all aspects of history can be taught by relating to our locality, children also learn about historical events both here in the UK and beyond. We want to give children a secure knowledge of the chronology of history, as well as enabling them to have deeper learning experiences of some of the more significant turning points in national and global world history.

Implementation

History is taught through our half-termly (Little Owls - Nursery & Robin Class – Reception & KS1) and termly (Swallow Class – KS2) topics and we follow an extended rolling programme to ensure complete National Curriculum coverage. As we are a small school and use whole class topics, the children are not always taught historical events in chronological order but through revisiting the topics and making lots of links between them, children are able to establish clear narratives within and across the periods they study. The rolling programme is 2-years in Little Owls, 3-years in Robin Class and 4-years in Swallow Class. All teaching staff and the head teacher collaborate in our approach to the planning, assessment and teaching of the subject throughout the school.

Teachers have identified the key knowledge that is being taught, as well as the skills that are being developed across each topic; these are outlined on each topic overview, which makes explicit links to the national curriculum 2014. Key vocabulary is also identified, as well as how consideration to the school's context has informed the programme of study.

Across the whole school, there are four key historical learning strands that the children will explore over the course of their education at Yealand C of E Primary. These are investigating and interpreting the past; building an overview of world history; understanding chronology and communicating historically. As pupils develop these skills in a range of contexts, they will develop the ability to be independent learners, using the key historical skills they have gained to analyse, question and compare sources of evidence to form their own judgements about the past. Learning from these strands helps children to foster an enthusiasm and sense of curiosity about the past, encouraging pupils in their first steps towards being life-long learners.

As well as bespoke lessons, other cross-curricular opportunities arise regularly and we see evidence of this in books, displays and photographs. For example, using timelines and understanding the passing of time have clear links to Mathematics. When we learn about different past civilisations and their empires we use maps, atlases and plans which link to geographical skills. The links between religion and historical events will be explored in Religious Education. Art and Design and Technology work is inspired by our historical

studies. We believe in the importance of children understanding how we know what the past was like through looking at a range of primary and secondary historical sources appropriate to their learning.

Impact

By the end of Key Stage 1, children should be able to use words relating to the passing of time and a wide vocabulary of everyday historical terms. They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. Children should be able to ask and answer questions, choosing and using parts of stories and other sources. Pupils should understand about changes within living memory and significant national or global events. They should know about the lives of significant individuals in different periods who have contributed to national and international achievements and significant historical events, people and places in their own locality.

By the end of Key Stage 2, children should have developed a chronologically secure knowledge and understanding of British, local and world history. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. Children should be able to answer and devise historically valid questions about change, cause, similarity, difference and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources.

During their time at Primary school, children will learn about the changes that happened in Britain from the Stone Age, through the Bronze Age to the Iron Age. They will also learn about the Roman Empire and its impact on Britain; both in the short term and to the present day. They will investigate Britain's settlement by the Anglo-Saxons and Scots and study the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor.

We will study the impact of the World War II on the local community, showing how several aspects of national history are reflected in the locality. Children will also study in depth the achievements of the Ancient Egyptians, giving them an overview of where and when they first appeared.

Children's study of ancient civilisations will be extended by investigation of Ancient Greece, where they will study Greek life, the major achievements of this society and its influence on the western world. To further complement children's understanding of society, a study of the Mayan civilisation, a non-European society, will provide another contrast with British history.

Assessment

Assessment for learning is continuous throughout the planning, teaching and learning cycle. Key historical knowledge is taught to enable and promote the development of children's historical enquiry skills. Assessment is supported by use of the following strategies:

- Observing children at work, individually, in pairs, in a group and in class during whole class teaching.
- Using differentiated, open-ended questions that require children to explain and unpick their understanding.
- Providing effective feedback, including interactive marking through green pen questions where appropriate, to engage children with their learning and to provide opportunities for self-assessment, consolidation, depth and target setting.
- Book moderation and monitoring of outcomes of work, to evaluate the range and balance of work and to ensure that tasks meet the needs of different learners, with the acquisition of the pre-identified key knowledge of each topic being evidenced through the outcomes.

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Review Date...annually or sooner

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