

# GREAT SANKEY PRIMARY SCHOOL



## HISTORY POLICY

September 2021



'Together We Learn and Grow'

## History Policy

It is the aim of the Governing Body of Great Sankey Primary School to support the implementation of policies and procedures which support the vision of:

**“Together We Learn and Grow.”**

### Intent:

At Great Sankey Primary, History intends to prepare each student for their next phase of education, whilst at the same time, giving all students a broad and balanced view of the History of Britain, other societies and time periods. Through this, students will develop a well-rounded knowledge/vocabulary of the past and its events and improve students' understanding of the world around them, including their own heritage and cultural diversity. History at Great Sankey Primary is carefully planned to be engaging, motivating, with thorough teaching of Historical skills, whilst adhering to the National Curriculum Programmes of Study.

At Great Sankey Primary, we have designed our History curriculum with the intent that our children will:

- Become increasingly critical and analytical thinkers.
- To discover links and connections to the History they learn and the wider community/locality.
- Further their knowledge and explanations of change and continuity over time with regards to all History learning.
- Increasingly differentiate between source types and explain how interpretations in History may differ.
- Draw on similarities and differences within given time periods and across previously taught History through strategies to retrieve and recall this knowledge/vocabulary.
- Enquire in to Historical themed questions and form their own opinions and interpretation of the past.
- To develop knowledge of chronology through KS1 and KS2, with the intent to be secure by the end of KS2.

### Implementation:

The curriculum is led and overseen by Senior Leaders and the History Coordinator, who ensures a regular programme of monitoring, evaluation and review. The celebration of good practice contributes to the ongoing commitment to evolve and improve further. Senior Leaders and the History Coordinator establish the skills, knowledge and vocabulary to be taught at each History theme. Children are taught the sequence of skills and knowledge that are the components to a composite outcome.

- Emerging knowledge, skills and concepts are taught throughout EYFS as part of 'Understanding the World.'
- The coverage of History learning is organised over a 2-year cycle and History is taught each term throughout KS1 and KS2.
- Use of Milestones (taken from Chris Quigley's Essentials Curriculum) for each phase focuses the History learning to ensure a broad and balanced teaching and planning of skills, knowledge and vocabulary.
- Lessons develop long term memory by allowing for repetition of learning within the year and year on year through recall and retrieval opportunities.
- The use of knowledge organisers is to focus teachers in planning their knowledge and skills and for students in understanding the expectations by the end of the theme, whilst also providing information to parents.
- Specific themed and transferable vocabulary is reinforced throughout the year through regular recall and retrieval strategies.
- SMSC is threaded through the History curriculum to link History to their lives and explore their heritage/cultural diversity.
- Cross-curricular outcomes in History are specifically planned for, with strong links between the History curriculum and Literacy lessons enabling further contextual learning.
- Cross-curricular opportunities are also given, when appropriate, through other subjects such as drama, art, DT and Geography. Links to other curriculum subjects are made when applicable.
- Within our knowledge-rich approach, there is a strong emphasis on people and the community of our local area.
- Our approach towards developing the learning process is from laying the foundations from a basic understanding towards a more developed higher level of deeper learning. The lower-order skills require less cognitive processing, but provide an important base for learning. The higher levels require deeper learning and a greater degree of cognitive processing, once the lower order skills

have been mastered. Planning includes B.A.D. (Basic, Advancing, Deepening) tasks to enable this progress.

- Parents are engaged through information on History learning provided through Topic webs, Knowledge organisers and project-themed homework which is often linked to History.
- Where applicable, children participate in carefully planned high-quality visits/visitors and cross-curricular 'Launch Days' to introduce a new History theme and to further promote History learning.

The Historical Skills Progression is set out to build and develop the following throughout EYFS, KS1 and KS2:

1. Chronology
2. Concepts
3. Interpretation
4. Enquiry
5. Communication

### **Impact:**

- Children become increasingly critical and analytical within their thinking; making informed and balanced judgements based on their knowledge of the past.
- Children become increasingly aware of how historical events have shaped the world that they currently live in, whilst having a further understanding of History on a local level.
- Children retain prior learning and make connections between what they have previously learned and what they are currently learning through regular recall and retrieval opportunities.
- Outcomes in Curriculum and English books, evidence a broad and balanced History curriculum and demonstrate the children's acquisition of identified key knowledge and vocabulary.
- By the end of year 6, children have a chronological understanding of British History they have learned from the Stone Age to the present day. They can draw comparisons and make connections between different time periods and their own lives. Interlinked with this are studies of World History, such as the influence of Ancient Greece on the western world, the achievements of the earliest civilisations with a focus on Ancient Egypt and a non-European society that provides contrasts with British History through a study of the Mayan Civilisation.
- Through planned B.A.D (Basic, Advancing, Deepening) assessment tasks, the subject leader will be able to see how well a child has understood their learning and whether they can apply knowledge and skills at a deeper level.

### **Inclusion**

History is taught to all children of all abilities. History is part of the school's curriculum to provide a broad and balanced education to all children. We provide the learning opportunities matched to the needs of children from those with learning difficulties through to those of higher ability.

All children are given equal access to History irrespective of race, gender, creed, level of ability or nationality. Mutual respect and tolerance for all cultures are promoted through the study of History.

### **Personal, Social, Health and Economic (PSHE)**

History contributes significantly to the teaching of Personal, Social, Health and Economic education. Children extend their learning by having opportunities to explain their views on a number of social questions such as how society has learned from different Historical events. They develop an appreciation of active citizens in a democratic society by learning how laws are made and changed, how to recognise and challenge stereotypes and an understanding that racism is a harmful aspect of society. They explore how society is made up of people from different cultures to promote their tolerance and respect for others.

### **Resources**

Children have opportunities to learn about the past from a range of historical sources, reference books, artefacts and monitored use of the Internet. Children are also encouraged to bring in artefacts and items of interest. Where possible, we encourage visits to places of historical interest as well as invite visitors into school to enhance the historical understanding of pupils.

### **Reviewing the Policy**

This policy will be reviewed in 2021 by the History Subject Coordinator, in consultation with the Head Teacher and staff, with due regard to any changes that need to take place in the cyclical planning and also any changes to the National Curriculum.