

History Policy

It is our intent that our History curriculum will help pupils gain a coherent knowledge and understanding of Britain's past and that of the wider world. We hope to inspire a curiosity about the past. We teach children a sense of chronology and to understand how the past has impacted on life today. We aim to enable children to develop the skill of enquiry by asking perceptive questions, thinking critically, weighing evidence and developing perspective and judgement.

History helps pupils to understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time.

At Reed, we follow the national curriculum to ensure that all pupils:

- know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world
- know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind
- gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'
- understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses
- understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed
- gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.

History is taught in a cross curricular way through topics.

Early Years:

To support our play based learning in Early Years, our skilled Early Years teachers will identify and plan opportunities for all children to develop key knowledge and skills which will support them in successfully accessing the National Curriculum for History when they enter Year One. Our curriculum map ensures key changes, events and people are not used as named topics, instead, events, changes and people who are significant to the children in EYFS will be used as opportunities for learning at the level appropriate to 3 to 5 year olds.

All planned opportunities over the year are as a result of teachers making informed decisions about what a child needs to learn and be able to do next, this will ensure there is clear evidence of the depth in learning in history through Understanding of the World. The evidence will come from teacher knowledge of every child and use of floor books to record learning journeys.

We follow the statutory framework for the Early Years foundation stage: The most relevant statements for History are taken from the following areas of learning:

Understanding the World

Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.

Communication and language

The development of children's spoken language underpins all seven areas of learning and development. Children's back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children's language effectively. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, story-telling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures.

By the end of their time in Early Years, the children will be able to:

Talk about the lives of the people around them and their roles in society;

Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class;

Understand the past through settings, characters and events encountered in books read in class and storytelling.

Our curriculum map in all Key Stages including the Early Years Foundation Stage, uses a progression of skills in History under the following headings:

Chronological understanding	Range and depth of historical knowledge	Interpretations of History	Historical enquiry	Organisation and communication
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Key Stage One:

In Key Stage 1, we challenge and support children to carry out a number of historical investigations which enable them to use and apply basic and appropriate subject vocabulary, subject skills and processes (including evaluating primary and secondary sources of evidence) in order to recognise, identify, describe, observe, reason, recall and begin to explain in simple terms significant historical events and the actions of notable people in the United Kingdom.

Each year begins with a topic focusing on history within living memory to ensure all children whether in Year 1 or 2 have the best start to understanding history by being able to put their learning into context with what and who they already know.

Key Stage Two:

In Key Stage 2, learning and teaching builds on the knowledge, understanding and skills developed in Key Stage 1. The children are provided with opportunities to reach explanations and to form conclusions about historical events, issues and the actions of significant people that they have studied. Another important aspect of history at Key Stage 2 is that pupils begin to develop historical perspective and therefore become able to see people and events through the eyes and experience of different stakeholders, i.e. people and communities that have an interest in or are connected to an issue, person or event. We challenge and support our children to undertake historical investigations which enable them to use and apply appropriate and increasingly specialised subject vocabulary, concepts, skills and processes to recognise, identify, describe, observe, reason, explain and reach basic conclusions about historical events that have had a significant impact on the United Kingdom.

At Key Stage 2 in history, a strong emphasis has been given across all eras studied to agriculture and farming to reflect our local area and enable the children to make stronger links between the times studied and their own lives.

Every unit in history across Key Stages One and Two has a planned learning journey with key questions that the children will be able to answer at the end of the carefully planned sequence of lessons and activities

Trips and workshops are also planned where possible to further enhance the learning experiences.

Our Curriculum map shows the detailed progression of skill and the areas of history studied.

This is an overview of the topics taught over a two-year cycle in Key Stages One and Two to ensure all skills are embedded by the end of each key stage while gaining a wide knowledge of different periods of time. Below is an overview of this:

Year A	
<p>Key Stage One Changes in living Memory <i>Toys through time</i> Events beyond living memory <i>Remember, remember the 5th November</i> Significant historical events, people and places in our locality <i>Super Heroes don't always wear capes</i></p>	<p>Key Stage Two Changes in Britain from the Stone Age to the Iron Age <i>Stone Age Bone Age</i> The Roman Empire and its impact on Britain <i>Go out and Conquer!</i> A local history study and a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066. <i>Home Front</i></p>
Year B	
<p>Key Stage One Changes in living Memory <i>We're all going on a summer holiday</i> Events beyond living memory <i>London's Burning!</i> Lives of significant individuals in the past <i>Mighty Mary</i></p>	<p>Key Stage Two The achievements of the earliest civilizations – Ancient Egypt <i>Walk like an Egyptian</i> The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor <i>Vicious Vikings</i></p>

Where additional opportunities arrive to study and be part of history, opportunities are used to enhance learning. Examples of this include: Remembrance, significant events such as Covid-19, Royal events, changes to our local area and school.

Resources

Key chronology vocabulary is displayed in every classroom. Key Stage One and Two classes have an age-appropriate timeline so that the children can see where the current topic of study is placed chronologically. Knowledge Organisers are provided for the children for each topic, and the children can make use of interactive learning walls. The children can make use of the internet and often record learning on Google Classroom using Chromebooks. Visits and workshops are planned to enhance learning and give hands on activity. People with an interest, or expertise, in a particular topic or area of history could be invited into school to work with the children.

High quality resources are used from *Key Stage History*. We also make regular use of local resources and knowledge from local historians and people with first-hand knowledge of events studied. Teachers also have access to library resource topic box loans. Our school library is also well equipped with high quality texts to support times and events both covered in our curriculum map and outside these times.

Assessment KS1 and 2

During each lesson, it will be made clear to the children which skills they will be using. These will also be detailed in a sticker stuck in their History book. Every time the child has shown they can use these skills, a skills sheet stuck in the front of their book will be dated. This will mean that a judgement can be made as to whether the children have met age related expectations.

Differentiation and Special Educational Needs

All children are taught the History curriculum. We recognise the fact that we have children of differing ability in all our classes, and so we provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this through a range of strategies which are differentiated by task, expected outcome, the grouping of the children, resources provided and/or support from peers or adults. Tasks will be adapted where needed to ensure history skills can be met and that barriers from other areas, for example, reading or writing do not stop children from becoming historians.

Talk times enable children to expand their knowledge and share through spoken word. Early Years sharing a toy enables children to know this is my history through to KS2 and the history of others.

Recording pupil knowledge will be seen in different ways, for example: a debate, a presentation, drawing, verbal recording, adult scribing.

Inclusion and the History Curriculum

This policy relates to the school's philosophy for promoting equal opportunities. Children, irrespective of ability, race or gender, are given full access to the History curriculum.

Through the teaching of History, we aim to develop awareness of ethnic, cultural and economic diversity of human society and to foster positive attitudes to all people. Care is taken when selecting source material that a range of perspectives and viewpoints are represented including those of men and women from different racial, national and religious groups. Societies are not just represented from the British perspective but also from their own. The importance of the pupils own cultural background is recognised as a resource which may give an alternative perspective on events of the past as well as the present.