



History Policy

June 2021

Curriculum statement – History

Intent

At Norton C of E Primary School history links closely with our school vision and the history of our local area is celebrated. Our history curriculum equips children with the knowledge of our local history, as well as important and significant historic events in the wider world. Teachers carefully plan and structure history topics to ensure current learning is linked to previous learning and is progressive throughout the year groups. In line with the National Curriculum, we ensure children at Norton gain a 'coherent knowledge and understanding of Britain's past and that of the wider world which helps to stimulate pupils' curiosity to know more about the past'. Children 'begin 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'. Children leave Norton with a deeper understanding of historic events and how the world they live in has changed over time.

Implementation

History at Norton is taught throughout the school year. Most year groups have a history focus for two terms, whilst it is taught alongside geography for the other term; learning about the history behind the geographical topic. Teachers have thought carefully about the topics taught to ensure progression throughout each year group across the school. By the time children leave Norton in Year 6, they will have a chronological understanding of British history from the Stone Age to the present day, passing through key events such as the ancient history of the Ancient Romans to the more modern history of World War Two. Intertwined with these are studies of world history, such as the ancient civilisations of Greece and the Early Islamic Empire.

We have many cross curricular links in history and each topic is carefully linked with the other subjects; particularly art and English. Many of our English text types link closely with the history topic being taught. Opportunities for extended writing are also achieved through our carefully thought out history lessons.

Impact

Evidence in history books demonstrate a broad and balanced curriculum as well as showing children's key knowledge and skills. Evidence can also be shown in English books when our history topics have clearly linked to our English text types. Children discuss what they have learned compared to their starting points at the end of every topic. Often children complete a quiz or similar at the end of each topic for teachers to gain an understanding of how much they've learnt. As children progress throughout the school, they develop a deeper understanding and appreciation for their local area and the historic events that have shaped our world today.

Teaching and learning



Throughout their education at Norton, children develop the skills and understanding needed to become independent learners; using key historical skills they have gained to analyse, question and compare sources of evidence to form their own judgements about the past.

Each lesson is informed by the teachers planning, using the National Curriculum. Teaching and learning are supported by resources and outdoor learning is planned for, ensuring children use key skills to support affective assessment and ensure progression across the school.

EYFS

In Early Years, history is taught through the Understanding the World strand of the EYFS curriculum. Children begin to learn about the past through pictures, stories and artefacts and start to compare and contrast characters from stories, including figures from the past. These are achieved through opportunities to explore, observe and find out about people and places.

Key Stage 1

During Key Stage 1, children will develop an awareness of their past. They learn about the lives of significant individuals, such as Amelia Earhart and Namira Salim, as well as events beyond their living memory, such as The Great Fire of London. Children also learn about significant events and individuals in their local area, such as Raymond Priestly. Children learn how the past is different to the present.

Key Stage 2

During Key Stage 2, children will develop a secure understanding of chronological events in British, local and world history. Children use different sources of information to help them investigate the past in greater detail; using dates and historical vocabulary to describe events, people and developments through time. They look at history in different ways, such as from political, economic, social, religious or cultural perspectives. Children also gain an understanding that history can be represented and interpreted in different ways.

Planning

At Norton, history is taught using a topic approach alongside other foundation subjects such as art and DT, science and computing. Most year groups have a history topic for two whole terms and a geography topic for the other term. When the main topic is geography, history is taught alongside it and children learn about the history behind the geography concept.

Our history progression document clearly outlines the topics taught in each year group. These are taken from each year group's long term plans to ensure clear progression.

Progression and continuity in learning

Norton uses a variety of teaching and learning styles in history lessons. To ensure progression and continuity for all our children, our curriculum is carefully planned from EYFS - Year 6. Our top priority is to develop the children's knowledge, skills and understanding in history. We believe in whole class teaching methods and combine these with enquiry-based research activities. We encourage children to ask and answer historical questions whilst



using data such as primary and secondary sources. Children take part in class and group discussions using historical vocabulary.

Assessment and recording

The history subject leader will oversee planning and monitor children's work. At the end of each topic, the key knowledge and understanding will be assessed by the class teacher usually through an informal quiz or the evaluation of a discussion. Throughout the topic, teachers can formatively assess the children through various methods including; talking and observing children, marking written work or questioning. Monitoring will take place regularly by the subject leader through sampling children's work and teacher planning or through a book scrutiny and lesson observations.

Equal opportunities

All of our Norton children are seen as individuals and we pride ourselves on providing a teaching environment which ensures every child has access to the same learning opportunities regardless of social class, gender, culture, race, special educational needs or disability. Teachers ensure they provide positive classroom environments where children can demonstrate positive attitudes towards each other.

Health and safety

The school's policy for visits will be adhered to for all trips. A full and thorough risk assessment is carried out before any trip.

Role of the subject leader

The subject leader's responsibilities are:

- To ensure progression of the key knowledge and skills identified within each topic and that these relate to the programme of study and are secure at the end of each key stage.
- To monitor and evaluate children's work, colleagues' planning and classroom teaching.
- To ensure that the history curriculum has a positive effect on all pupils, including those who are disadvantaged or have low attainment.
- To support teaching staff where necessary to ensure good practice and pedagogy.
- To ensure that the history curriculum takes account of the school's context and promotes children's pride in the local area.