



History Policy

Approved: January 2022

Review Period: 2 years

Date for next review: January 2024

Curriculum Policy

Introduction

History is vital to a rich and broad primary education. It helps pupils make sense of the present as well as the past and to appreciate the complexity and diversity of human societies and development.

Through varied activity-based enquiry, children develop an understanding of how our knowledge of the past is constructed, with awareness of a range of interpretations and opinions. They learn that there is more than one possible answer. The teaching of history enables pupils to develop a wide range of skills including classification, sequencing, interpretation, enquiry, significance and communication which support them in their learning across the whole primary curriculum and beyond.

The history curriculum at Thorndown Primary School will provide a programme of study which is designed to be thought-provoking, stimulating and meaningful with the aim of promoting a life-long interest in the subject.

Purpose

At Thorndown we aim to enable the children to:

- Develop a sense of identity through their learning of British, European and World History
- Gain a sense of chronology
- Broaden their knowledge and understanding of other cultures
- Experience the process involved in understanding and interpreting the past
- Learn to pose historical questions and conduct investigations
- Use history to enrich other areas of the curriculum
- Enjoy history and arouse a curiosity of the past

Teaching and Learning

As a school, we follow guidelines for the teaching of History set out in the National Curriculum. Currently, in Years 3 and 4, we follow the Opening Worlds Curriculum developed by The Haringey Education Partnership. Over the next few years, this will be rolled-out across KS2 to ensure coherence across the key stage. During their time at Thorndown Primary School, children will enjoy a rich and varied education studying both ancient and modern history. Opportunities for cross curricular links are maximised, enabling more in-depth studies to take place and allowing children a chance to make connections and apply their learning.

In KS1 and UKS2, each topic taught is developed from an overarching question, which children revisit at the end. Through the setting of challenging open-ended tasks, all children will have access to the History curriculum at their level and be given opportunity to apply their new learning to the original question.

In LKS2, history is taught in a cohesive, chronologically sequenced way to build children's substantive (knowledge of the past) and disciplinary knowledge (knowledge of how historians work and how evidence is acquired to create an image of the past). There is a key focus on utilising subject-specific vocabulary which allows children to use their knowledge, read around subjects and communicate ideas and opinions. The approach requires children to revisit prior learning frequently and link ideas together, aiding their overall learning and memory skills.

This history curriculum also connects to the learning in Geography and RE and the Opening Worlds curriculum provides a strongly linked approach to topic learning. Children are required to use, link and apply knowledge from all 3 disciplines to support them in lessons, allowing them to become confident historians, geographers and members of the community with an awareness, appreciation and tolerance of other belief systems and world views. To further support this, the chronological approach to learning requires children to consistently refer back to prior topics studied to compare and contrast civilisations. Children therefore learn analysis and comparison skills as well as retaining their learning.

In KS1 and UKS2, for effective learning to take place, the following should be found in the classroom:

- Opportunities for **enquiry**: An active learning environment providing opportunities to work with a range of resources, develop questioning techniques, gain chronological knowledge and draw comparisons
- Opportunities for **deduction**: Investigations that provide children with opportunities to research, discuss, select information and justify their choices. Children should be encouraged to record and share their findings in creative and stimulating ways

Homework will be set for each topic to allow children to follow their own interest and curiosity in the subject.

Through the Opening Worlds approach, learning should take place with a range of high-leverage activities to support application of knowledge, connections to prior learning, use of key vocabulary and understanding of both substantive and disciplinary knowledge. In Years 3 and 4, learning should provide:

- A range of active and engaging activities, including using resources (where appropriate) to allow children to gain chronological knowledge and key vocabulary
- Opportunity to apply knowledge to questions and a range of activities where children are aware of similarity, difference and significance of key events
- Chance to consider a range of opinions of the past and practise historical enquiry, including considering how evidence is used to make claims and how interpretations of the past are constructed

Our approach supports all children to achieve the best outcomes by providing opportunities for challenge and support where needed.

The Opening Worlds approach will roll out across the whole of key stage 2 over the next few years and by September 2023 will be used across the entire key stage. From this point, the key learning strategies and approaches will be implemented into Key Stage 1 to allow a cohesive approach to history learning across the school and to support children in making the transition between key stage 1 and 2.

Resource Management and Organisation.

To facilitate our approach to teaching History, children will have access to a variety of both primary and secondary sources.

- Period or reproduction artefacts
- Books and other periodicals
- ICT – in the form of teaching aids and to support data collection/research
- Provision for children to visit historical sites and meet with experts (where applicable)

Relevant resources are stored in the resources cupboard and borrowed as needed by staff who are responsible for returning and maintaining them. The subject leader should be informed of any additional or replacement materials needed.

Assessment

Teachers will continually assess children's knowledge and skills, both to inform their next steps in teaching and summatively at the end of each topic, by readdressing the original enquiry question posed to the class. Evidence for this may take the form of written work in topic books, photographs or pictures/pupil quotes in class learning journey books.

In Years 3 and 4, where the Opening Worlds curriculum is followed, teachers will continually assess children's learning and skills to inform their next steps. Each lesson contains systematic questioning and quizzing to encourage constant retrieval of knowledge and vocabulary from prior learning. This allows teachers to assess the needs of the class, recap words where needed or push learning along. Additionally, summative assessment will take place at the end of each topic to assess where any gaps are, through the use of synoptic tasks. Evidence will be in the form of written work, photographs or pictures/comments in class learning journey books.