



Coton-in-the-Elms C of E Primary School

History Policy

Version	Last review	Reviewed by	Next Review	Comments
1	October 2022	Mrs N Butler	September 2024	Updated to reflect changes to the curriculum
2	September 2024	Mrs H Whitby	September 2026	Updated to show focus on building lasting knowledge

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INTENT

1. Introduction

As stated in the 2014 National Curriculum, History “should inspire pupils’ curiosity to know more about the past.” It is clear that 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”. With this in mind, Coton-in-the-Elms C of E Primary School’s vision is to provide an enquiry based History curriculum which equips pupils with the knowledge and skills to “ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement”.

2. Ethos & Aims

At Coton-in-the-Elms C of E Primary School we aim to deliver a high quality History education which engages and inspires pupils to develop curiosity about their past and skills to question and learn from this. The opportunities we provide as a school will encourage children to reach for excellence and be inspired by figures and events of the past. We aim to not just give children the basic curriculum but provide them with enriching, real life experiences which promote a sense of awe and wonder.

The 2014 National Curriculum for History aims 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 History.
- 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.

IMPLEMENTATION

3. How is History taught?

The children have history lessons in their classrooms or in the school grounds. Special WOW days or trips may take place for history throughout the year, which could involve visiting other locations. Lessons may be taught as whole class sessions, group activities or individual tasks dependant on the structure of the class and content of the lesson.

History lessons are taught weekly for three half terms (with the other three half terms allocated to teaching geography). Progression documents show how learning is built upon over time. These statements are used to ensure that the learning planned for the children builds upon their prior learning. Medium-term plans are written by staff to show a set of progressing objectives for each year group. The curriculum has been designed to make reference to local history as well as significant events in recent history e.g. changes to transportation, wars across the world and the impact of COVID-19.

Local history subjects are built into the curriculum in KS1, LKS2 and UKS2, which include visits, experience days or talks in schools to help build children's connection to their local area and understand the history of their community.

Sticky learning for each topic is identified at the start of the unit, These support assessments. at the end of a unit of work.

Each unit of work has an overarching enquiry question which links to the objectives they will cover. For example, the Year pupils learn about significant people in World and British history through the theme "What did explorers achieve?" The medium-term plans indicate the substantive and disciplinary knowledge children will acquire throughout the unit.

Teaching techniques

Opportunities in every lesson are provided for pupils to revisit prior learning and help pupils to build schemata. History is taught using a mixture of approaches. Children will have a variety of experiences where they participate through recreating past events, looking at artefacts and different sources, researching, listening, evaluating and discussing. We strive to develop children's enquiry skills through the use of questioning and by setting the children tasks and exposing them to experiences which will help their information finding skills. A variety of approaches are used to ensure all pupils can access the curriculum. Each unit refers to significant historical figures and how they have influenced our world today. Timelines are used to support pupils' chronological understanding.

Vocabulary

Children will learn a variety of specific historical vocabulary as they progress through the subject. Key vocabulary is planned into the medium-term plans and this shows progression across year groups. Displays show the vocabulary that has been taught.

Knowledge organisers are created to include the key knowledge that will be covered in the unit of work. These include a glossary of key vocabulary as well as some pictures. Knowledge organisers will be made available to children in each history lesson taught.

Working Walls

Working walls reflect the learning that is happening in the classroom and will clearly identify history as the subject taught. These include vocabulary, the key question, images of significant individuals, timeline, showing the era being studied and modelled work completed during the lesson. Pupils use the working wall as a tool to help them in lessons.

Can you still?

To enable children to build their schemata and retain knowledge in their long term memory, daily Can you still? pictures and questions are used during registration. These quizzes will feature key knowledge from previous lessons, terms and year groups covering science, geography, history, French (KS2 only), art & design and Design & Technology. Children will be explicitly taught that these quizzes are there to help them build lasting knowledge and make connections across time periods and subjects.

To further support children's memory, knowledge of key facts and to develop an interest in history a fortnightly Who in the world? competition will take place in school for all year groups. This will feature learning from the curriculum and topical people from recent events.

4. EYFS

In Reception, the children are developing their historical understanding of the world through planning and teaching based on the objectives in the "understanding the world" section. These objectives will be met through many play based activities, stories and through using interactive resources so that the learning is meaningful and relatable. History is taught in Reception as an integral part of the topic work through child-initiated and adult led activities. The children are given the opportunity to find out about past and present events in their own lives, and those of their families and other people they know. In the Foundation Stage, History makes a significant contribution to developing a child's understanding of the world through activities such as looking at pictures of famous people in history or discovering the meaning of new and old in relation to their own lives.

5. SEND Pupils & Inclusion

At Coton-in-the-Elms Primary School, we ensure that History is a subject that is accessible to all pupils. A range of teaching techniques are used to support all learners with understanding the lesson. Activities are differentiated and scaffolded according to need. Pupils with a particular flair for the subject are challenged with open ended tasks which provide opportunities to tackle more complex issues and a wider range of resources.

IMPACT

6. Assessment & Recording

History is assessed in a variety of ways. Verbal feedback, questioning, written work, photographs and recordings, can be used as evidence and can support teachers to assess.

At the start of each unit the teacher will introduce the enquiry question and sticky learning to engage the children, allowing them to share any existing knowledge or experiences.

Throughout the lessons, teachers will use assessment for learning techniques such as questioning to assess the children's understanding and development of skills. Future lessons will ensure any misconceptions are addressed. Teacher assessment is based on the 'sticky learning' set out at the start of the unit. Assessment is carried out across lessons through the use of revisiting questions to interrupt the forgetting and build on prior learning. This information is then collated for the subject lead to analyse and review progress.

At the end of the topic in Key Stage One and Two, children will complete an activity based on the sticky learning questions introduced at the beginning. Children should then show increased knowledge and skills when completing this task at the end of the topic. These will be stuck in their books under the exit ticket to show the progress. These will show progression in both knowledge and application across the school. These are adapted based on the age.

To ensure children are not overloaded with questions, in EYFS, teachers will have a discussion at the beginning of each of the lessons asking children what they know about the lessons objective. They will then reflect on what they have learnt at the end of the lesson and through the daily "can you still" questions at the beginning of the day. EYFS teachers will add photos and comments on to tapestry to show the children's learning and flag the "understanding the World" area of learning so that the history lead can look at their progression throughout the year.

The Foundation stage assess history based on the Early Years Foundation Stage Curriculum. The ELG (Early Learning Goal) is what is expected at the end of the Foundation year. The Children are given a grade to show whether they have met the Understanding of the World objectives. They can either be emerging (still working towards) or expected (Meeting the objectives for their age independently).

Throughout the lessons, teachers will use assessment for learning techniques such as questioning to assess the children's understanding and development of skills. Future lessons will ensure any misconceptions are addressed. Teacher assessment is based on the 'sticky learning' set out at the start of the unit. Assessment is carried out across lessons through the use of revisiting questions to interrupt the forgetting and build on prior learning. This information is then collated for the subject lead to analyse and review progress.

7. Monitoring

Monitoring is used to review the implementation of the curriculum and its impact on pupils' understanding. This will involve looking at work samples; assessment data; pupil voice; working wall involve looking at the progression of enquiry skills and history coverage taking place. Any monitoring findings will be fed back to staff and CPD will be provided as required.

An impact statement will be written and shared with leaders and governors yearly. Findings will be used to evaluate progress towards the aims of the action plan and feed into next year's subject action plan.