

# Appleton Wiske Community Primary School

## History Policy

### Intent

Our history curriculum aims to provide pupils with knowledge and understanding of the past within our locality, our country and the wider world. Pupils learn about the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups of people in the past. They also develop their historical knowledge and enquiry which includes key vocabulary, chronological understanding, change, cause, similarity and difference. At our school, pupils will:

- Develop an understanding of significant events in local, British and world history
- Develop an appreciation of how people's lives have shaped the nation and how Britain has influenced and been influenced by the wider world
- Learn subject-specific vocabulary, including abstract terms such as 'empire' and 'civilisation', which can be applied in oral and written work
- Understand historical concepts and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts
- Understand the methods of historical enquiry, including the use of evidence, arguments and interpretations of the past
- Gain historical perspective by placing their growing knowledge into different contexts

### Implementation

In planning the history curriculum, the school's context has been carefully considered so that learning has real purpose and provides our pupils with the necessary skills and knowledge to be successful historians. The EYFS Curriculum for Understanding the World is taught in a variety of ways through adult-led, adult-supported and child-initiated learning in well-resourced areas of provision. Pupils are taught the knowledge and skills for 'People and Communities' and 'The World' using a thematic approach which ensures progression as pupils move from EYFS to Key Stage 1. In Key Stage 1 and Key Stage 2, the school's long term plan maps out the National Curriculum history units, ensuring appropriate coverage over a 2-year cycle which is well-sequenced with clear progression of knowledge and skills. Historical knowledge and enquiry are continually developed, including chronological understanding, vocabulary development, questioning and use of sources. In Key Stage 1, pupils learn about significant historical events, people and places in their own locality; changes within living memory; events beyond living memory; and the lives of significant individuals in the past. In Key Stage 2, pupils learn about Britain from the Stone Age to the Iron Age; the Roman Empire and its impact on Britain; Britain's settlement by Anglo-Saxons and Scots; the Viking and Anglo-Saxon struggle for the Kingdom to the time of Edward the Confessor; a local history study; a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066; the achievements of the earliest civilisations; Ancient Greece; and a non-European society that provides contrasts with British history. Pupils use a range of historical resources including timelines and artefacts, and they use a range of sources of information to support their learning. The history curriculum is delivered through discrete lessons focusing on specific skills and knowledge appropriate to each phase of learning. Where appropriate, links may be made between history and other curriculum areas. Learning is clearly sequenced so that pupils revisit and recall previously learned knowledge which is then applied to new learning. Our history curriculum is enriched through a range of educational visits.

### Assessment:

Pupils are assessed according to the criteria set out in the Early Years Foundation Stage and National Curriculum for Years 1 to 6. In EYFS, regular observations and assessments of learning are recorded using Learning Journeys and the school's Early Years online monitoring system. Pupils are assessed at the end of EYFS using the Early Years outcomes for 'People and Communities' and 'The World'. In Key Stage 1 and Key Stage 2, the school's History Progression Grid is used for planning, tracking and assessment, and provides clear progression through the skills and knowledge needed in each year group. Pupils have individual history books to record their learning which contribute towards formative assessment of skills and knowledge. Summative assessment is tracked on the school's electronic tracking system and used to measure pupil progress. Monitoring of the subject is carried out by the History Leader/Head Teacher.

### Impact

Our pupils receive a deep and rich history curriculum which enables them to deepen their understanding of Britain's past and the wider world. Progression of knowledge and skills is clearly sequenced and cumulative, ensuring pupils build on prior learning so that they understand and can apply this to future learning.

