



# Curriculum Policy

## History



Effective from September 2022  
Date of review: September 2024  
Subject Coordinator 22/23



# History Policy

## What is our vision?

At Marus Bridge, we intend for our History curriculum to inspire children's curiosity about the local background of Wigan. Due to our well-thought out and sequenced curriculum approach, children will gain a coherent knowledge and understanding of the past of Britain and that of the wider world. History teaching will equip pupils to ask perceptive questions, think critically, weigh evidence, sift arguments and develop perspective and judgement. Children will not only appreciate historical achievements but will also understand the follies of mankind and use this knowledge to debate the impact that civilisations, leaders and communities have had on the world.

## Curriculum Aims:

### **Early Years education programme**

Educational Programme: 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.

The overarching aims of the History National Curriculum is that teaching should equip pupils to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop 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. The History National Curriculum aims to ensure that all children:

- Know and understand the history of Britain, how it shaped the world and has been influenced, as a coherent, chronological narrative, from the earliest times to the present day.
- Know and understand significant aspects of the history of the wider world, such as ancient civilisations; empires and past non-European societies 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 these to make connections, compare and contrast periods of history.
- Understand the methods of historical enquiry such as using evidence to support arguments.
- Gain a historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history.

## How do we achieve this?

- History topics are taught in KS2 in chronological order, which carefully plans for progression and depth of learning from one-year group to the next.

- History is taught in blocks allowing for continuous learning and regular recap to retain information; focusing and building on knowledge and skills stated in the National Curriculum. Children will note connections, contrasts and trends over time. Children should make comparisons and connections between different periods of time and topics studied whilst also developing their factual knowledge about the specific period they are studying.
- Historical vocabulary is encouraged and used, progressively building upon vocabulary word banks across year groups. Teachers use a knowledge organiser for children to access to support their understanding.
- Trips and visiting experts will enhance the learning experience for children across the school.
- British history is taught in chronological order and each topic should begin looking at a timeline to ensure understanding of where topics fit historically.

### Scheme of Work:

Teachers follow the topics and outcomes found in the 'Curriculum Planning & Assessment Document'. Teachers should be familiar with the key vocabulary also found in this document and its progression.

The history curriculum is dependent on chronological understanding, where pupils grasp a sound understanding of chronology through a real sense of time, period and narrative. It encompasses local, national and international history including how they relate to one another. History topics in KS2 are taught in order of chronology according to **British history**, alongside the achievements of the earliest civilizations, a study of Greek life and a non-European society that provides contrasts with British history - these are taught in year groups that best support cross-curricular learning in Geography and core subjects.

Teachers are encouraged to teach History with cross-curricular links and through enhanced learning experiences.

### Resources:

The following can be found on the staff shared:

- Knowledge Organisers
- Focus Education challenges/Progression of Skills document
- Topic planning resources
- Vocabulary lists
- Timeline sorting cards
- Horrible Histories videos
- Key questions for each history unit taught

We have a wide range of text books in the school library and children can access the internet during lessons. Educational visits 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. These might be parents, grandparents, other family members, neighbours or

representatives of the local community. Museum loans can also be requested - see key stage lead/history coordinator before ordering.

## Assessment – How do we assess skills and understanding?

### Early Years

In Reception, children are assessed against the Early Learning Goals for 'Understanding the World'. The ELGs are based on typical child development at the age of 5, so most children are likely to meet the 'expected' level of development. Teachers should use their professional knowledge of the child to decide whether each ELG description best fits the child's learning and development.

#### **Understanding the World**

##### **ELG: Past and Present**

- 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.

For children in Years 1 - 6, there are two assessment points for History each year. They follow a knowledge review week, where teachers use a variety of diagnostic activities to support their judgments. Suggested activities can be found in the updated Staff Handbook. All history assessments are based on teacher observations and work completed.

The following gradings will be given:

**B2** – Child has a specific SEND which prevents them from meeting the objectives.

**B1** – The child has not met/retained the year group objectives.

**E1** – The child has met/retained the objectives.

**A1** – The child has met the objectives with a large degree of independence. They have a secure understanding of historical events and shows an appreciation for how such events and advancements contribute to life today. In KS2, the child will be intrigued by the historical timeline and acknowledges relationships between periods in history. They show an awareness of the subjective nature of history and how interpretations may differ. They may also conduct their own research independently which adds to their historical expertise.

### Health and Safety

When delivering practical lessons or group work, ensure the classroom has sufficient space for the children to work safely. If furniture is needed to be moved, tables and chairs should be stacked neatly against the sides of the room and do not allow children to sit on them while stacked.

When handling artefacts ensure children are aware of how to handle them safely.

Ensure appropriate risk assessments have taken place when planning external visits (see school policy guidelines).

### Inclusion and Safeguarding Considerations

The class teacher meets the needs of the Most Able and SEN by adapting History lessons through levels of support provided and adopting a mastery approach. Children identified as having additional Special Educational Needs will have adapted tasks that are consistent with that child's I.E.P. (Individual Education Plan). More able children will be challenged and motivated by greater adaptation of challenge and vocabulary exposure. All children will be given opportunities to participate on equal terms in all History activities and due consideration will be given to the principles of Inclusion.

Any external providers must provide evidence in the office of the Enhanced DBS before being left alone with pupils. They must also be reminded of the importance of not using mobile phones within the school.

### Monitoring and Review:

The History coordinator will complete an audit within each academic year to assess children's understanding and monitor teaching against the National Curriculum and policy aims. This will focus on sampling of children's work, pupil interviews using and lesson drop ins.

At the start of each academic year, the History coordinator will use previous audits to develop an action plan for the subject focusing on key areas of improvement. These improvement targets will be shared with all staff and progress towards meeting them will be assessed during future audits and when data is collected. Support will be offered to any year groups who require additional information and guidance. This may be done by: discussing assessment methods; modelling lessons; inviting teaching staff to observe the history coordinator; providing training or observing lessons and providing constructive feedback.

### Appendix 1

Below is the outline of topics taught across Key Stage 1 and 2. For further guidance please see the 'Curriculum Planning & Assessment Document'.

<b>EYFS</b>	My Family When I was a baby – How have I changed? Remembrance Day – Captain Tom. Black History Month	Toys from the past	St George's Day Job roles in the past.
<b>Year 1</b>	<i>Changes within living memory</i>  Toys and Seaside	<i>Events beyond living memory</i>  Great Fire of London	<i>Life of a significant individual</i>  Florence Nightingale
<b>Year 2</b>	<i>Significant historical events, people and places in own locality</i>  Emmeline Pankhurst Manchester	<i>Events beyond living memory</i>  Titanic	<i>Life of a significant individual</i>  Ernest Shackleton  Important people through time
These units will include 60% teaching of new content and 40% of the lessons will be used to build links to previous learning. These lessons will be to revise, re-visit and refer to prior learning using the key concept skills. Pupils will be taught the skills of historiography and use them to contrast, compare and re-visit content studied previously.			
<b>Year 3</b>	Stone Age	Iron Age	Romans
<b>Year 4</b>	<i>Invaders and Settlers</i>  Anglo-Saxons and Vikings	<i>Invaders and Settlers</i>  Normans	Egyptians
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<b>Year 5</b>	Local History – Wigan	Ancient Greece	Tudors
<b>Year 6</b>	Mayans	Victorians – Children through the ages summary	World War 1 & 2 - Evolution of war summary