



*Together in God's love, we learn, inspire and grow*



## *History Policy*

This policy has been adopted by the governing body  
of  
St Andrews' C of E Primary School.  
It will be reviewed annually or as required.

Date written: March 2025

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Signed: *P.Dwan* Deputy Head



Our aim for every child in St Andrew's C of E Primary School, is to leave with a strong foundation of historical knowledge, learnt and secured through a range of different experiences and to have developed a love for the subject and an inquisitive mind. Each Program of Study will be explored with a multi- sensory approach, and the knowledge developed appropriately as they move through the school. Our history covers the key areas as laid out in the National Curriculum: history within living memory, significant events in our country and that of the wider world and ancient civilisations.

When planning and teaching history lessons at St Andrew's, we ensure that children are developing the key aims set out by the National Curriculum for History for England.

These are: (taken from new NC)

- To know and understand the history of these islands as a coherent, chronological narrative from 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 history of the wider world: the nature of ancient civilisations (E.g Shang Dynasty and Ancient Egypt); the expansion and dissolution of empires (E.g The Romans); 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, 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 from the past have been constructed.
- 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.

(see Skills, Knowledge and Vocabulary Progression document for specific breakdown of those key components for each Key Stage and Year group.)

The history lead has worked in partnership with the curriculum leader and the LDST to construct a history curriculum that is ambitious and designed to give all pupils, including disadvantaged and SEND, the knowledge and critical thinking skills they need to succeed in life. We aim for all pupils to be excited and curious by History and the past, to know more, remember more and do more because of their engagement in exciting history lessons.

Links to St. Andrews' whole school curriculum intent:

## Whole School Curriculum intent

Our UNIQUE curriculum is designed to recognise and have a solid **understanding** of children's prior learning, providing **knowledge** and **learning experiences** which build **resilience** and **critical thinking**.

Central to this is excellent skills in **Reading** - the essential key to the whole curriculum. We provide opportunities to engage learning in a fun and **nurturing** way and every child is recognised as a **unique individual**.

We plan and provide a clearly mapped out curriculum which results in good **quality** outcomes. We model and promote **positive attitudes** to learning which reflect the values of our Christian school, **enabling** children to take **responsibility** for their lives. Children leave St Andrew's with a sense of **belonging** to an **outward looking community** where opportunities and aspirations are **unlimited**.

At St Andrew's we ensure that **equality** is embedded in all that we do.

## History Intent

**Understanding** - Our History curriculum is planned to ensure prior learning and key vocabulary and concepts are revisited and developed. Our teachers have a good understanding of the children's prior learning, ensuring progression of skills and understanding. Retrieval tasks, knowledge organisers and working walls are used in every lesson to revisit and embed key facts and dates and help children to retain their knowledge.

**Nurturing** - In History lessons, talking is a key element in nurturing an inquisitive mind and to share ideas in a supportive environment. Partner talk gives children time to think about historical issues and build confidence to share their views and respect different viewpoints. Children are encouraged to explore, discuss and give opinions about historical figures, events and civilisations. In doing so, children develop patience, understanding and tolerance of others.

**Individual** - Across the History curriculum significant historical figures are studied highlighting the impact that they had on the world and society. Subsequently, History allows children to realise that they too are part of history and can play a part in shaping the future. We understand the vital role History has in igniting curiosity and in developing critical thinking skills. Children are given time to share opinions and know that their answers are valued. To ensure accessibility for all our Historian's, outcomes are adapted to suit children's own learning styles and abilities.

**Quality** - We understand that for pupils to achieve good quality outcomes in History, children must make links between prior learning and new learning and have an embedded understanding of key vocabulary and themes that overarch History. Children are given time to discuss and formulate their views. With quality first teaching, all our Historians can access the curriculum and share understanding.

**Unlimited aspirations** - At St Andrew's we strive to ensure our children know that they are all historians and consequently that they all have a role to play in history and shaping the future for the good.

Children are encouraged to explore historical concepts, challenge views and think critically.

**Equality** - In History lessons, our children know that History is for everyone, and anyone can be a historian. All children are included and can access history lessons at their level. Children's outcomes are celebrated and their views are valued and respected.

## **Long term planning and curriculum design:**

The History curriculum is coherently planned and sequenced through the clearly defined National Curriculum programmes of study.

### **History Implementation**

History at St Andrew's ...

We have designed our curriculum to meet the needs of all our pupils in line with the school key priorities. Our curriculum is vocabulary rich and incorporates a wide variety of reading. It incorporates a variety of teaching and learning styles in history lessons. Our principal aim is to develop the children's knowledge, skills and understanding. We do this through a mixture of whole-class teaching and individual / group activities. Teachers encourage the children to ask as well as answer historical questions. The children have the opportunity to use a variety of primary and secondary sources of information for example, artefacts, objects, the use of books, photographs, data and ICT and enhance their learning by experiences such as field trips and themed days. History lessons in all year groups, give opportunities for children to extend their reading and writing skills.

The pace of the lesson is brisk, with teachers constantly asking questions to deepen understanding. There's a mixture of short tasks, explanation, modelling, research and discussion. Historical misconceptions are addressed whenever the need arises.

## Key principles:

### **Historical language**, chronology and themes

History lessons provide opportunities for pupils to communicate and develop historical language through:

- Sharing essential vocabulary at the beginning of every lesson and insisting on its use throughout
- Modelling by class teachers of historical language specific to the POS but also reinforcing in cross curricular subjects (language of chronology & time)
- Revisiting timelines, both specific to the POS and more generally putting POS into a context.
- Plenaries which give a further opportunity to assess understanding through pupil explanations.

### **History in EYFS**

As with all other areas of learning, the teaching and learning of history in our Reception class, takes place both indoors and outdoors through a wide range of practical and hands on activities. The staff use their knowledge and expertise to plan for a high-quality learning environment which provides children with lots of opportunities to explore different aspects of **history** indirectly through activities that encourage the children to talk about past and present events in their own lives and the lives of family members and talk about the world around them, which will include finding out about similarities and differences of communities and traditions. The children have a wide range of structured play resources available to them throughout the year – this is known as continuous provision. As the year progresses, children in Reception record their outcomes in books which prepares them for the learning in Year 1. As well as learning through play, all children take part in small group, adult led history based activities which then feed into opportunities in the play provision. History is also taught through story telling, art, singing and role play.

### **What does a History lesson at St. Andrew's look like?**

#### **St Andrews's Lesson Structure:**

- 1) **Prior assessment:** assessment through teacher observation, based on the prior knowledge the children have from previous learning
- 2) **Recap** previous learning and vocabulary.

3) **Introduce new learning:** introduce the main historical concept/question/ learning for the lesson using a mixture of resources such as power points, photographs (primary and secondary sources).

4) **Apply the new learning:** There's a mixture of short tasks, explanation and discussion - and a lot of practise to help reinforce learning. Use of practical activities and talk partners to reinforce and develop logical thinking and clarity of arguments/ideas. Constant reinforcement of new vocabulary. Planned reading and writing opportunities to be included in outcomes.

5) **Develop the new learning:** deepen understanding of the concept through a task

6) **Plenary:** Recap and reinforce learning, address misconceptions, celebrate success.

In Key Stage 1 and 2 on average, children have 1 recorded piece of work in their history books each week, opportunities for longer written outcomes increase as children mature and literacy develops.

Opportunities for a range of written outcomes - cross curricular work.

### **How we ensure that pupils 'know more, remember more and can do more':**

Effective use of our history displays/working walls and **time lines**, which are reviewed each lesson with key vocabulary and actions and the use of sticky knowledge. The recap of previous learning and vocabulary at the start of every lesson is important and is a crucial part of every History lesson.

### **How the History curriculum meets the needs of all pupils, particularly disadvantaged pupils and SEND pupils:**

We have designed our curriculum to meet the needs of all our pupils in line with the school key priorities.

All class teachers know who their disadvantaged and SEND pupils are and can target them for specific questioning, support and resources in lessons. Learning opportunities within history lessons cater for all needs and are kinesthetic, visual and auditory. Pupils can also be targeted for TA support and there are also opportunities for children of different abilities to work together. SENCO offers advice and support which enables teachers to plan activities that meet the needs of all children.

We recognise the fact that we have children with a wide range of abilities in reading and writing which can be a barrier to showing their historical knowledge and understanding and so we provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this in a variety of ways by:

- Setting common tasks that are open-ended and can have a variety of responses
- Setting tasks of increasing difficulty
- Grouping children by ability according to the style of task
- Using additional adults to support the work of individual children or small groups (where possible).

We teach history to all children. History is a foundation subject that forms part of the school curriculum policy to provide a broad and balanced education for all children. Through our history teaching, we provide learning opportunities that enable all pupils to make progress. We do this by setting suitable learning challenges and responding to each child's different needs. Some children may use Adult Support in lessons, either 1:1 or in small groups, in order to access tasks set with confidence and to dispel any barriers to their learning. Where reading or writing maybe be of difficulty to a child, alongside adult support, children may use writing frames, cloze procedures, guided questions in order to answer a question, as well as word banks of key vocabulary that may be needed. All barriers to learning are addressed in order to allow all children to access and achieve in history.

## History Impact

### **Overview of History assessment procedures, including the expectations of teachers using both formative and summative assessment:**

**Formative assessment:** We assess children's work formatively in history through observations and marking in the form of teacher questioning (open and closed questions) and listening to the discussions of pupils as they use new knowledge and vocabulary. These assessments inform the class teacher's planning for future lessons.

**Summative assessment:** At the end of a unit of work (half termly) the class teacher leads an 'Exit Test' in a way that is suitable to all ages and abilities, makes a judgement about the children's achievements, and this information is then recorded and fed back to the History Subject Leader. This takes the form of Exit Test Data. The History Subject Leader carries out a termly overview of the progress of history. The exit test may involve some short questions but will always include an opportunity for a longer piece of writing.

At the start of the year, key objectives are identified that will be assessed in each unit and opportunities for assessment are planned for.

Both formative and summative assessment may take the form of a practical activity, a concept map or a written assessment. The teacher uses these assessments to inform

reports to parents and the next class teacher at the end of the year, and to carry out half termly teacher assessment at the end of each unit of work within the Programmes of Study.

### **Monitoring arrangements**

**Book Scrutiny:** These are done termly by the History lead and a member of SLT. There is a clear focus during the book scrutiny and feedback is given to class teachers in written form. Subject leader feeds back to SLT and arranges for training for staff where necessary.

**Lesson Observations/drop in:** The History lead and a member of SLT do this termly, feeding back to class teachers and SLT.

**Medium Term Planning:** Medium Term Planning is provided for the Subject Lead at the beginning of each half term. This planning is adapted and developed throughout the half term and updated where necessary at the end of each unit of work.

**Pupil Voice:** History lead speaks to a wide variety of children, termly to measure the children's understanding of concepts being taught, their attitude and their level of enjoyment.

### **How the subject lead keeps their own subject knowledge up to date, and how they ensure staff subject knowledge is also up to date;**

We aim to develop and enhance our subject leads personal interest and passion in History through:

1. networking opportunities through LDST, Sefton and MADCOS
2. engagement with the curriculum lead
3. keeping informed by membership of The Historic Society

We aim to ensure all staff's history knowledge is up to date through:

1. staff meetings termly
2. provision of effective resources
3. engagement with subject lead



# History – St Andrew’s C of E Primary School

## Topics Overview



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reception	<b>Pirates</b> Creating pirate maps and studying maps	<b>Diwali and Christmas</b> Learning about another culture and its celebrations.	<b>Supertato/ Chinese New Year</b> Healthy eating, freezing. Learning about other cultures and countries.	<b>Traditional tales/ Castles</b> Features of a castle.	<b>People who Help Us/ dinosaurs</b> Classification of dinosaurs, what life was like long ago.	<b>Under the Sea</b> Looking after the earth, recycling, differences in sea creatures.
Year 1	Then and Now		To Be or Not to Be Shakespeare - a significant person		How We Used to Live Comparing homes	
Year 2	Local History – Frank Hornby		Florence Nightingale & Mary Seacole		Great Fire of London	
Year 3	Romans		Early Britain -Stone Age -Iron Age		Ancient Egypt	
Year 4	Anglo-Saxons		Vikings		Local History Study of our school	
Year 5	Tudors (Henry VIII & Reformation)		Victorians (Social Reformers)		Ancient China	
Year 6	Battle of Britain & WWII		Ancient Greece		Ancient Benin	