

# TANKERSLEY C of E (A) PRIMARY SCHOOL

## HISTORY POLICY



***“Guide me in your truth and teach me, for you are God my saviour and my hope is in you all day long.”***

We aim high and have self-belief

We have community spirit

We are enterprising

We have enquiring minds

We are respectful

Updated September 2024

Next review September 2026

## **Intent**

In our history teaching we stimulate the children's interest and understanding about the life of people who lived in the past and the knowledge about key facts in history and time periods. Using an enquiry approach children are encouraged to ask questions and develop a sense of chronology. The children will learn to value their own and other people's cultures in modern multicultural Britain and, by considering how people lived in the past, they become respectful citizens. Through regular retrieval practice, children retain knowledge from current and previous learning.

We intend

- To give children an opportunity to develop an awareness of the past.
- To give children a chronologically secure knowledge and understanding of British and local history and how different people and the wider world has shaped Britain.
- To give children a knowledge and understanding of significant aspects of the history of the wider world
- To enable children to develop a chronological framework by making links between different periods – ALL CLASSES HAVE TIMELINES and make links with these
- To give children an opportunity to investigate local history (e.g. Mining)
- To develop skills in learning about the past from a range of sources of information and to be able to make informed choices about those sources.
- To develop a 'historical' vocabulary for all learners.
- To develop skills of presenting historical information in a variety of ways.
- To give children plenty of opportunities to answer and sometimes devise historically valid questions.

## **Implementation**

History is taught through a variety of thematic topics, which provide KS1 and KS2 pupils with the opportunity to develop the knowledge and skills outlined in the 2014 National Curriculum Programme of Study. In addition to providing variety, our curriculum is progressive in that it allows pupils to build on previous key concepts and skills. Our progression document outlines how historical skills and concepts are taught progressively.

In all the thematic topics, skills and understanding stated in the Programmes of Study are developed. Progression is through













1. The level of difficulty with which the material in the study unit is presented.
2. The level at which knowledge, skills and understanding are developed.

Differentiation within classes may be by the task set, but more often by the level of support and teacher expectation of outcome. Staff will use an enquiry approach to challenge more-able children

We teach history in our EYFS classes as an integral part of the topic work covered during the year. We work to the new Early Learning Goals of Past and Present, which fall under the Understanding of the World area of learning. Children learn to talk about the lives of people around them, know the similarities and differences between things in the past and now, and understand the past through settings, characters and events in stories.

## **Vocabulary**

We have 'Subject Glossaries' that contain our subject specific Tier 3 vocabulary. Pupils have these glossaries in their history books/floor books when they are learning. This supports them with their understanding, application and spelling of new vocabulary.

The Terrible Tudors How did the Tudors rule England?		
<b>monarch</b> a sovereign head of state, especially a king, queen, or emperor 	<b>protestant</b> a Christian who separated from the Roman Catholic church 	<b>succession</b> the action of inheriting a title or position 
<b>exiled</b> being expelled or barred from one's own country 	<b>pope</b> relating to the Pope (Pope Clement VII during Henry's reign) 	<b>heir</b> a person legally entitled someone's property/rank when they die 
<b>treason</b> the crime of betraying one's country, especially by attempting to kill or overthrow the monarch 	<b>inherit</b> receive money, titles, or property after someone's death 	<b>annulment</b> a formal declaration by a court that a marriage never legally existed 
<b>divorce</b> the legal end of a marriage by a court 	<b>reformation</b> the process of breaking from the Catholic church and establishing Protestant churches 	<b>reign</b> the period of rule of a monarch 

### Cross Curricular links

Through work in history the following aspects of other curriculum areas are also developed:

- English: Speaking and listening skills including discussion and drama in role. Development of vocabulary. Research skills – finding and presenting information in a variety of ways e.g. reports, explanations and discussions.
- Mathematics: Time measurement, calculation, vocabulary and chronology. Time
- Science: Development of Scientific ideas.
- D.T.: Development of technological innovation
- Geography: Development of understanding of how geographical features effect historical developments e.g. River Nile. Development of understanding of location of different places and relationship to own country.
- Art: Arts and crafts from periods studied and depicting periods studied.
- RE: Development of religious beliefs and practices of people in periods studied.
- PE: Games and dances in periods studied.
- Computing: Computing is used to research information. It is used to present information about periods studied (texts, tables, images, graphs) and to locate and present information from databases.
- Music: Listening to, and discussing music from periods studied.

### Equal opportunities and inclusion

We ensure equal access for all children to the curriculum. Staff will plan activities so that all pupils are able to develop their knowledge, skills and understanding in the subject. This may include adapting teaching, objective outcomes and content in the lessons to suit different learning styles and abilities. Our curriculum will meet the current learners in the cohort and adaptations are made where necessary. Accessibility to the curriculum is always prioritised - visual aids, scaffolding, specialist equipment and other learning prompts are planned in where needed.

We recognise that children have a wide range of abilities and ensure that 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:

- setting tasks which are open-ended and can have a variety of responses
- setting tasks of increasing difficulty (we do not expect all children to complete all tasks)
- sometimes grouping children by ability and setting different tasks for each ability group
- providing resources of different complexity, matched to the ability of the child
- using resources and aids to support the work of individual children or groups of children

### Impact and Assessment, Recording and Reporting

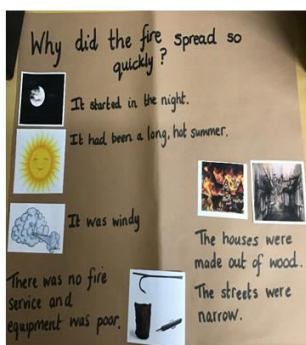
At Tankersley, our pupils reflect on their learning across the history curriculum and showcase the progress they have made.

In EYFS and Y1 floor books evidence a broad and balanced history curriculum and demonstrate the children’s acquisition of identified key knowledge. In EYFS the floor book is a way of documenting the consultation process that takes place between adults and children as the learning develops. Floor books are used, with pictures, speech bubbles, and examples of work used to capture learning. Floor books are recapped through the topic and throughout the year.

In Y2, the floor book is used as a focus tool for whole class reflection. The children talk together about their learning, then do an individual reflective task. Children capture some details of what the learning was and what key knowledge they have remembered.

Children are invited to come and look at some images from their previous learning. The teacher may prompt the conversation by asking, “Tell me about your learning,” Where necessary the teacher may scribe for less able pupils and record their verbal responses.

In Y3, 4, 5 and 6 we use our end of sequence ‘Sparkle and Shine’ sheets to demonstrate our depth of knowledge and understanding. Pupils are encouraged to ‘sparkle and shine’ with their knowledge about the topics they have studied along with reflection using the key vocabulary learned from their glossaries. This supports retention of important knowledge and also helps teachers to assess the impact and to close gaps in knowledge where appropriate.



### **Developing and Monitoring and Subject in the Spotlight**

As part of the school's drive to ensure all subjects are given equal status and to provide a broad and balanced curriculum the school has a 2-year subject overview as part of the Subject in the spotlight. This involves each subject lead developing a 2-year action plan for their subject area and monitoring the subject across school through work scrutiny, developing policy, keeping a portfolio of subject progression and celebration in the subject as well as dedicated time for whole school display.

History is developed and monitored through: staff development and training, book and work scrutiny, lesson observations, learning walks and paired enquiry. These are carried out by the Senior Leadership Team and subject lead.