



Elburton Primary School

History Policy

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Contents

1. Subject Statement
2. Teaching and Learning
3. Assessment
4. Planning and Organisation
5. EYFS
6. Equal Opportunities
7. Inclusion
8. Role of the Subject Leader
9. Parents

“History, the study of the past, is all around us; we are continually making history through our thoughts, words and actions. History is personal and global; it is everyday life and momentous occasions. History is about people.

Through our study of the past, we can understand how our own world works. We can also understand how and why things happen to us. For example, had you ever wondered why the polar ice caps are melting? The answer partially lies in history. The Industrial Revolution caused the birth of industrial towns and factories, belching out smoke and pollution. It also caused the mechanisation of society, adding to the pollution. Could this partially explain the pollution problems that we face today? History is not just about the past!” - Melanie Jones, Historical Association

1. Subject Statement

Intent

History has always been held in high regard at Elburton Primary School, with the school’s own rich history within the context of the local area being a celebrated and inspiring feature of the school.

History is taught throughout the school to help pupils gain a coherent knowledge and understanding of Britain’s past and that of the wider world. In doing so, children’s historical curiosity is inspired allowing them to ask perceptive questions, think critically, weigh evidence, sift arguments and develop perspective and judgement. Children will also begin 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 (National Curriculum 2014).

It is our intention that pupils become more expert as they progress through the curriculum, accumulating and connecting **substantive** and **disciplinary** historical knowledge.

- **Substantive knowledge** (*know what*) – this is the subject knowledge and explicit vocabulary used to learn about the content of each unit of work.
- **Disciplinary knowledge** (*know how*) – their knowledge about *how* historians investigate the past and *how* they construct historical claims, arguments and accounts. It is through disciplinary knowledge that children gradually become more expert by thinking like a historian.

The history curriculum at Elburton ensures that children develop a deep knowledge of the key substantive and second order historical concepts as they revisit them through a range of knowledge-rich units of work. Substantive concepts are part of the substance or content knowledge in a subject; in our history curriculum, these are:

Key Substantive Concepts					
Significant Events	Significant People	Civilisation	Empire	Legacy – Influence and Impact	Invasion
The key happenings surrounding the events and the accomplishments that have been made as a result.	Who has played an important role within the event or events and changes that have taken place.	The way of life in particular areas or at a particular period of time.	An extensive group of states or countries ruled over by one single ruler or state.	The effect that someone or something has on someone or something else and may still be effective today.	An act or instance of invading by an enemy or hostile army.

The key Second Order Concepts in our history curriculum help to shape the key questions asked in the subject and to organise the subject knowledge. The concept of chronology is seen as a 'golden thread' running through all aspects of our history curriculum.

Key Second Order Concepts			
Chronology (Sequencing the Past)			
Continuity and Change	Cause and Effect	Similarities and Differences	Historical Interpretation

Using these Key Second Order Concepts, children are able to plan and carry out historical enquiries using a range of sources where they draw contrasts, analyse trends and create their own historical accounts. In doing so, children learn how evidence is used rigorously to make historical claims and discern how and why contrasting arguments and interpretations of the past have been constructed.

Units of work are informed by the National Curriculum and are sensitive to children's interests as well as the context of the local area. The history curriculum at Elburton is carefully planned and structured to ensure that current learning is linked to previous learning and that the school's approaches are informed by current pedagogy.

Implementation

History is taught in blocks throughout the year so that children achieve depth in their learning. Teachers have identified the key knowledge and skills of each unit and consideration has been given to ensure appropriate progression is achieved across units throughout each year group and across the school. By the end of year 6, children will have a chronological understanding of British history from the Stone Age to the present day. They can draw comparisons and make connections between different time periods and their own lives. Interlinked with this are studies of world history, such as the ancient civilisations of Greece and the Maya.

Cross curricular outcomes in history are specifically planned for, with strong links between the history curriculum and the children's English lessons enabling further contextual learning. The local area is also fully utilised to achieve the desired outcomes, with opportunities for learning outside the classroom embedded in practice. Planning is informed by and aligned with the national curriculum. In addition, staff have access to the Rising Stars plans and resources as well as the Chris Quigley and David Weatherly curriculum, however, teachers' lesson design is not limited by this and is informed by national agencies, including the History Association, of which the school is a member of.

Consideration is given to how greater depth will be taught, learnt and demonstrated within each lesson, as well as how learners will be supported in line with the school's commitment to inclusion. Outcomes of work are regularly monitored to ensure that they reflect a sound understanding of the key identified knowledge. Within our knowledge-rich approach, there is a strong emphasis on people and the community of our local area.

Impact

Outcomes in history books, evidence a broad and balanced history curriculum and demonstrate the children's acquisition of identified key knowledge. Children review their learning at the end of every lesson and revisit this at the start of their next lesson to embed key concepts; they are also encouraged to review their understanding at the end of each unit and draw comparisons to their starting points. Emphasis is placed on developing curiosity, analytical thinking and questioning which helps pupils gain a coherent knowledge and understanding of Britain's past and that of the wider world. Through this study, pupils learn to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement.

2. Teaching and Learning

Across the whole school, there are key historical concepts that the children will explore over the course of their education at Elburton; as previously mentioned, these have been categorised as Key Substantive Concepts (**Significant Events, Significant People, Civilisation, Empire, Legacy – Influence and Impact and Invasion**) and Key Second Order Concepts (**Continuity and Change, Cause and Effect, Similarities and Differences and Historical Interpretation**) with the concept of **Chronology (Sequencing the Past)** as a central thread running through the curriculum as a whole.

As pupils develop these skills in a range of contexts, so too will they develop the ability to be independent learners, using the key historical skills they have gained to analyse, question and compare sources of evidence to form their own judgements about the past. Exploring these concepts helps children to foster an enthusiasm and sense of curiosity about the past, encouraging pupils in their first steps towards being lifelong learners.

Teaching and learning in history is supported by a wealth of resources, including access to the Rising Stars scheme, Chris Quigley Curriculum, David Weatherly and the History Association's online platform. The school also uses members of the school community with specialist skills and knowledge.

3. Assessment

Assessment for learning is continuous throughout the planning, teaching and learning cycle. Key substantive historical knowledge is taught to enable and promote the development of children's disciplinary historical enquiry skills. Assessment is supported by use of the following strategies:

- Observing children at work, individually, in pairs, in a group and in class during whole class teaching.
- Using differentiated, open-ended questions that require children to explain and unpick their understanding.
- Providing effective feedback, including interactive marking through green pen questions where appropriate, to engage children with their learning and to provide opportunities for self-assessment and consolidation.
- History book moderation and monitoring of outcomes of work, to evaluate the range and balance of work and to ensure that tasks meet the needs of different learners, with the acquisition of the preidentified key knowledge of each unit being evidenced through the outcomes.

Reporting to parents: Parents are informed in the annual report whether their child is Working below the Expected Standard (WBS), Working towards the Expected Standard (WTS), Working at the Expected Standard (EXS) or are Working at Greater Depth (GDS) in history.

4. Planning and Organisation

At Elburton, historical work undertaken within the school has been carefully planned and organised to provide breadth and depth of knowledge and understanding as well as developing historical skills. The development throughout EYFS, KS1 and KS2 builds on children's previous work.

History is taught in six to eight week blocks interleaving with geography each term.

Planning format:

- Long term plan: This maps the topics studied by each year group to ensure coverage and progression.
- Medium-term S Plans: An overview of curriculum coverage, progression, assessment opportunities, trips and visitors.
- Individual lesson plans: These are formed on a weekly basis by reviewing and expanding on the medium-term S Plans; evidence of this can be viewed on individual lesson flipcharts.

5. EYFS 1 (Nursery) and EYFS 2 (Foundation Stage)

Nursery-aged children begin to consider the concept of history by developing an awareness of significant and past events in their own and their family's lives. They also begin to think about the different occupations people have and make comparisons between these and the people who do them.

Children in the early years explore historical themes and content through the Understanding of the World strand of the EYFS curriculum. This involves guiding children to make sense of their physical world and their community through opportunities to explore, observe and find out about people, places and time.

6. Equal Opportunities

At Elburton Primary school, we are committed to providing a teaching environment which ensures all children are provided with the same learning opportunities regardless of social class, gender, culture, race, special educational need or disability. Teachers use a range of strategies to ensure inclusion and also to maintain a positive ethos where children demonstrate positive attitudes towards others.

Support for specific individuals is well considered and planned for, with consideration given to how greater depth and further challenge can be provided for and demonstrated by children who require further challenge.

7. Inclusion

All pupils are entitled to access the history curriculum at a level appropriate to their needs.

To ensure inclusion, teachers use a range of strategies in line with the school's inclusion planning key. Independent tasks, as well as teaching, are also well-adapted to ensure full accessibility, as well as to provide appropriate challenge to different groups of learners.

The school makes full use of additional adults who are deployed effectively to ensure that identified children are able to make progress in each curriculum area, according to their full potential.

Opportunities for enrichment are also fully utilised, to ensure a fully inclusive and engaging history curriculum and this is supported through a number of links with places of historical interest in the immediate and wider locality.

8. Role of the Subject Leader

The subject leader's responsibilities are:

- To ensure a high profile of the subject.
- To ensure a full range of relevant and effective resources are available to enhance and support learning.
- To ensure progression of the key knowledge and skills identified within each unit and that these are integral to the programme of study and secure at the end of each age phase.
- To monitor books and ensure that key knowledge is evidenced in outcomes, alongside and as supported, by SLT.
- To monitor planning and oversee the teaching of history.
- To lead further improvement in and development of the subject as informed by effective subject overview.
- To ensure that the history curriculum has a positive effect on all pupils, including those who are disadvantaged or have low attainment.
- To ensure that the history curriculum takes account of the school's context, promotes children's pride in the local area and provides access to positive role models from the local area to enhance the history curriculum.
- To ensure that approaches are informed by and in line with current identified good practice and pedagogy.

9. Parents

We at Elburton Primary School actively encourage the involvement of families and the wider community to help support and promote the teaching of history.