History Policy

February 2024 - 2027

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1. Curriculum Statement - History

Intent

History has always been held in high regard at Bishop Monkton CE Primary School. The rich history of the local area is celebrated within the school and woven into the fabric of our history curriculum. We aim to make full use of the resources within the immediate and wider local area enabling children to develop a deep understanding of their locality; the people who have gone before them; how their lives have shaped our locality and our island; and how they will continue to inspire and influence the world.

Topics 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 Bishop Monkton 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. In line with the national curriculum 2014, the curriculum at Bishop Monkton aims to ensure that all pupils:

- Gain a coherent knowledge and understanding of Britain's past and that of the wider world which helps to stimulate pupils' curiosity to know more about the past.
- Are encouraged to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement.
- 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.

Implementation

History is taught in a highly considered flow of knowledge blocks from EYFS to year 6. This flow supports the children's accumulative deepening of their knowledge whilst achieving a sustained growth in their skills and language. The Early Years Foundation Stage (EYFS) follows the 'Development Matters in the EYFS' guidance which aims for all children in reception to have an 'Understanding of the World; people and communities, the world and technology' by the end of the academic year. The use of books is integral to this learning. Books continue to support the children's historical learning throughout the primary years; at Bishop Monkton, books are the key tool for the development of tier 2 and 3 vocabulary (mature high frequency words and subject specific words).

Across Key Stage 1, children begin to develop an awareness of the past using historical vocabulary. They study people and events and begin to identify similarities and differences between different time periods. Children learn some of the ways in which we find out about the past and how events studied fit into the chronological framework.

Within Key Stage 2, children build on prior knowledge and continue to develop chronologically secure knowledge of British, local and world history. Children learn to develop historically valid questions, identifying contrasts and trends over time, and make connections. Children also learn how our knowledge of the past is constructed through a range of sources.

Teachers have identified the key knowledge and skills of each topic. By the end of year 6, children will have a chronological understanding of British history from the Stone Age to the present day. They are able to 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 Mayans. Within our knowledge-rich approach, there is a strong emphasis on people and the community of our local area.

Cross curricular outcomes in history are specifically planned for, with strong links between the history curriculum and literacy, geography, science and PHSE lessons enabling further contextual learning. The local area is also fully utilised to achieve the desired outcomes; opportunities for learning outside the classroom and encouraging engaging visitors is embedded in our practice.

Planning is informed by and aligned with the national curriculum. In addition, staff have access to a wide range of resources, however, teachers lesson design is not limited by this. Current national ideas disseminated by the History leader, also inform planning and teaching. 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.

Impact

Outcomes in topic and literacy books, will evidence a broad and balanced history curriculum and demonstrate the children's acquisition of identified key knowledge. The emphasis placed on analytical thinking and questioning will support pupils to gain a coherent knowledge and understanding of Britain's past, and that of the wider world. The children will be curious and passionate to know more about the past and its effect on them. Through this study, pupils will learn to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement.

Children will be able to review the agreed successes at the end of every session and, with support from their teachers will be able to identify their own target areas. Children will demonstrate through recording and questioning, the knowledge and understanding they have learned comparative to their starting points.

The children, through these historical studies, will gain a deeper understanding of their community and its place in the world. They shall be engaged, empathetic members of society and own an understanding and respect for all people within the community of the wider world.

2. Teaching and Learning

Across the whole school, there are four key historical learning strands that the children will explore over the course of their education at Bishop Monkton CE Primary School:

- To investigate and interpret the past.
- To build an overview of world history.

- To understand chronology.
- To communicate historically.

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. Learning from these strands helps children to foster an enthusiasm and sense of curiosity about the past, encouraging pupils in their first steps towards being life-long learners.

The learning intention for each lesson is informed by the national curriculum 2014 and children are guided towards this within each lesson through the use of success criteria. Teaching and learning in history is supported by a wealth of resources, including access to high quality websites. Outdoor learning is planned for and progressive throughout the school and programmes of work are embedded with key knowledge, which itself has been mapped, along with key skills and vocabulary to support affective assessment and ensure progression across the school.

3. Monitoring and Assessment

Assessment for learning is continuous throughout the planning, teaching and learning cycle. Key historical knowledge is taught to enable and promote the development of children's 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 open-ended questions with appropriate scaffolding that require all children to explain and unpick their understanding.
- Providing effective written feedback, guided by the school's Marking Policy. This should including questions to challenge further where appropriate and to engage children with their learning. The written feedback will provide opportunities for self-assessment, consolidation, depth and target setting. It should also be used, alongside verbal feedback, to support all children in gaining the key objectives set.
- 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. The acquisition of the pre-identified key knowledge of each topic should be evidenced through the outcomes.
- Use of the 'what I know already, what I want to know and what I have learnt' at various points throughout the unit. Each unit should offer the children a series of written questions to be answered at the beginning of the unit and again at the end of the unit to assess knowledge gain.
- At the end of each unit the children will be teacher assessed using the working toward, at expected level or greater depth criteria. This will inform their teaching of the next unit.

4. Planning and Resources

- The history unit to be taught can be found in the 'Bishop Monkton History Curriculum Overview' flow document. This reminds teachers of the prior units taught and therefore the progression of knowledge and skills each pupil is expected to have.

- The key knowledge and skills to be gained by the end of each key stage have been identified and recorded on the 'History – Key Knowledge and Skills Mapping' Document. This also makes explicit the links to the required history objectives contained in the National Curriculum 2014.
- Each taught unit possesses a knowledge mat which clearly states the key knowledge required for the unit, the key vocabulary, chronology information, book suggestions and the historical skills that should be considered. These resources are placed on the school website to develop the powerful partnership between home learning and school learning.
- Each unit possesses written assessment questions to feed into the end of unit teacher assessment.
- Bishop Monkton has a wide range of texts to support the learning. Alongside these, the children have easy access to laptops, IPads and interactive whiteboards to provide access to PowerPoints and the internet.
- Artefacts should be used if appropriate and people with interests and expertise should be readily encouraged to visit. Visits should be planned to enhance the classroom learning.

5. Organisation

At Bishop Monkton, History is taught once a week in alternate half terms, alongside Geography. The morning literacy lessons can also utilise the historical focus to embed the key objective further.

6. Early Years Foundation Stage (EYFS) in Nursery and Reception

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. They are assessed according to the Development Matters Attainment targets. The children are supported in developing the knowledge, skills and understanding that helps them make sense of the world. The children are encouraged to talk about their families, and past and present events in their lives.

They begin to gain knowledge of the world through:

- Photographs
- Listening to the stories and memories of older people
- Role play activities
- Discussing events in the past and in their own personal lives
- Sequencing events to gain a sense of time
- Listening to the reading of carefully chosen books to stimulate discussion

7. Year 1

The reception children will follow the year 1 units using the opportunities above to develop historical knowledge. The history focused books will challenge the higher ability children to deepen their knowledge and understanding.

At year 1, children begin to develop a more assured awareness of the past, using common words and phrases relating to the passing of time. They start to know where the people and events they study, fit within a chronological framework, and identify similarities and differences between ways of life in different periods. They demonstrate a growing confidence and accuracy when using commonplace historical vocabulary. Through literacy and drama, children become able to ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. Children start to use, and begin to evaluate, some of the ways in which we find out about the past and identify different ways in which it is represented.

The children are taught to identify changes within living memory, by exploring how our local coastal resorts have changed in their parents and grandparents time. The children also investigate events beyond living memory, to develop a growing sense of chronology and awareness of time and changes over time. As part of this focus, children will study the achievements of a local man, Captain Cook, and Queen Victoria - both had a profound effect on Yorkshire life. The moon landing will increase their knowledge of how significant events outside of the UK and beyond their living memory, have global importance. The study of two prominent local places, Ripon and Fountains Abbey, will support their understanding of changes through time.

Year 2 and year 3

Year 2 will continue to achieve the objectives set out in year 1 above, becoming more assured in the historical knowledge and skills.

As part of our exploration of significant historical events, people and places in their own locality, the children in these years shall build on their previous studies. The children will explore two key events beyond our living memory: The Great Fire of London (building on their knowledge of cities) and the first flight (building on the knowledge of travel and exploration). Within this unit, they will look at the work of significant individuals such as the Wright Brothers, Amelia Earhart and Eugene Bullard. During year 2 and 3, the concept of a 'civilisation' and its achievements, will be introduced through a study of the Ancient Egyptians. The children will begin to develop a more secure understanding of chronology and periods of time in British history by studying prehistoric Stone Age and Iron Age. This will bring into focus an understanding of settlements and established ways of living. They will also learn about the Roman Empire and its impact on Britain; both in the short term and to the present day.

Year 4,5,6

Year 1 to year 3 children will be adhering to a 2 year rolling programme. Years 4, 5 and 6 will adhere to a 3 year rolling programme which will build on the skills and knowledge gone before.

Throughout Key Stage 2 (*year 3 included*), pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. This sense of understanding of chronology will be referred to throughout this Key Stage so that children become secure in their understanding of important historical events and eras, trends over

time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically-valid questions about change, cause, similarity and difference, and significance. Children will learn to select, organise, review and present relevant historical information. Children will begin to understand how our knowledge of the past is constructed from a range of sources and that sources need to be carefully evaluated. Progression, through this Key stage, should allow pupils to understand both the long arc of development and the complexity of specific aspects of the content.

During this Key Stage, children are learning about the changes that happened in Britain beyond the Roman Empire and its impact on Britain. We will study these periods of history in a broad chronological order, to help support children's understanding of chronology and trends over time. The focus unit on Crime and Punishment will link changes across British history to the development of our social history.

The children will study the impact of World War II on our local community and the Tudor impact on York and our modern culture, showing how aspects of national history are reflected in the locality. We will study the history of the slave trade in Britain. This will build on the human rights unit gone before and will develop a clear understanding of Britain's part in this global trade, linking slave trade right through to the present.

In addition to this focus on British history, we will study in depth the achievements of the earliest civilizations, giving children an overview of where and when they first appeared, linking in the previously studied Ancient Egyptians. They will study European and non-European early civilizations: Ancient Greece and the Ancient Maya. Each study will investigate life, the major achievements of this society and its influence on the western world.

8. Equal Opportunities

At Bishop Monkton 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.

9. Inclusion (eg EAL/SEN/PP/Provision for HA)

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 carefully 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 and 'keep up' in each curriculum area, according to their full potential.

The teaching takes account of children's own interests to ensure topic relevance to all individual learners. Opportunities for enrichment are also fully utilised, to ensure a fully inclusive and engaging history curriculum.

10. Role of the Subject Leader

The coordinator'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 model the teaching of history.
● 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.
● 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 ensure that approaches are informed by and in line with current identified good practice and pedagogy

11. Parents (Including Homework)

We, at Bishop Monkton, actively encourage the involvement of families and the wider community to help support the teaching of history through visiting or the sharing of stories and artefacts.

We, at Bishop Monkton, actively encourage families to learn alongside the children freely making available the knowledge mats to guide their involvement. This may be through family visits to relevant places, enrichment projects or simply supporting the children to acquire the key learning objectives displayed clearly on the knowledge mats.

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