



# **History Policy (2021-2022)**

## 1 Introduction

At Tollgate Primary School we run a mastery curriculum. This means that all curriculum areas are a progressive model where pupils build on previous learning through their knowledge and application of clear and concise composite goals. Pupils know more and remember more through rehearsal, which leads to a deep and secure knowledge of the key components.

The aim of teaching history at Tollgate Primary school is to stimulate children's love and curiosity to develop a coherent chronological understanding of Britain's past and the wider world. Throughout the primary curriculum, we teach children a deep understanding of chronology and the impact of different time periods on our society today. This allows children to understand the complexity of people's lives in the past and through the achievements of significant individuals, civilisations and empires from the past this allows them to live in a democratic multicultural society today. Through teaching History, we promote our children to ask perceptive questions, think critically, weigh evidence, sift arguments and develop perspective and judgement in order to develop the skills of enquiry, analysis, interpretation and problem solving.

## 2 Aims and objectives

2.2 The aims of history in our school are:

- To develop an understanding of the history of these islands as a coherent, chronological narrative from the earliest times to the present day explaining how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world.
- To develop an understanding of how significant aspects of the wider world such as the Ancient Civilisations of Ancient Egypt, Ancient Greece, Ancient Rome and the Mayans have influenced Britain.
- To gain and deploy historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'.

- To understand and apply historical concepts such as continuity and change, cause and consequence, similarity and difference and use them to make connections, draw contrasts, analyse trends, frame historically valid perceptive questions and create their own structured accounts from the perspective of significant individuals in the past.
- To understand methods of historical enquiry thinking critically about the how the interpretation of the evidence to make historical claims contrasting arguments to how the evidence has been constructed.
- To gain historical perspective by placing their growing knowledge into different contexts through different periods of time to make connections between local, regional, national and international history as well as understand its impact on cultural, economic, military, political and social history; between short and long term timescales.

### 3 Teaching and learning style

3.1 History teaching focuses on enabling children to think like historians by becoming critical thinkers. We place on emphasis on children thinking critically and being able to weigh evidence in order to sift arguments from different perspectives not just those who are in power and the winners of history. Children have opportunities to explore a range of concrete resources as well as primary and secondary resources to help them develop a range of historical methods to learn about the past. All key stages have opportunities to experience history outside of the classroom through educational visits of significance and relevance to the time periods they study. We encourage visitors to come into the school and talk about their experiences of significant events in the past. We focus on helping children to understand that historical events can be interpreted in different ways and encourage them to ask perceptive questions such as ‘how do we know?’, what can we tell, what if... using the information that they are given; this allows children to think like historians as well as develop speaking and listening skills.

3.2 We recognise the fact that in all classes there are children of widely-different abilities (within history) and we seek to provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this by:

- setting common tasks which are open-ended and can have a variety of responses;
- setting tasks of increasing difficult – children to complete as much as they are able to;
- grouping children by ability in the room and setting different tasks for each ability group;
- providing resources of different complexity depending on the ability of the child;
- using classroom assistants to support children individually or in groups.
- giving prompts and specific learning material for children to complete the specific task.
- giving the children time to discussion their thoughts and opinions; sharing their own knowledge and information to all.

## 4 History curriculum planning

4.1 We use the national curriculum for history as the basis for our curriculum planning in history, but we have adapted this to local context in order to meet the needs of our children. We ensure there are opportunities for children of all abilities to develop their skills and knowledge in each unit as we build planned progression and challenge into each scheme of work so that children are increasingly challenged as they move up through the school.

4.2 We carry out curriculum planning in history in three phases (long-term, medium-term and short-term). The long term planning maps the overview of the history of the topics taught in each key stage; the history subject leader plans this out alongside SLT and teaching colleagues in each year group. Each topic has a particular historical focus with the aim of the topics in Key Stage 1 are strategically planned to prepare the children for the long-term timescales of history they will study in Key Stage 2. We embed the knowledge and the repetition and rehearsal of key skills and understanding set out in the National Curriculum through the corresponding programme of study.

4.3 As the basis for our medium term plans, we use the national scheme of work as a guide which gives details of each unit of work for each term. The history subject leader keeps, shares and reviews these plans on a regular basis with these plans also being checked by SLT.

4.4 The class teachers writes the short term plans for each individual history lesson they teach. These plans include specific learning objectives and success criteria for each lesson. The class teacher keeps and shares these individual plans which are scrutinised by the history subject leader as well as SLT.

## 5. Achieving Mastery

At Tollgate Primary School we run a mastery curriculum. This means that all curriculum areas are designed as a progressive model where pupils build on previous learning through their knowledge and application of clear and concise composite goals. Pupils know more and remember more through rehearsal, which leads to a deep and secure knowledge of the key components. At Tollgate we strive to deliver exceptional lessons where all children are expected to meet the learning objective and achieve mastery. We recognise the fact that there are children of widely different artistic abilities in all classes and we provide suitable pathways for all children to achieve the learning objective. These pathways include:

- Adaption
- Support
- Deepening Understanding
- Lowest 20% Toolkit

**Adaption:** is the altering or changing of the task so it is accessible for SEND children. The adaption of task should take into consideration the learning objective, stage of historical learning the child is at and barriers to learning a child may encounter

**Support:** Support is any resource which may assist a pupil in achieving the learning objective. This may take the form of assistance from an adult (teacher or teacher or assistant), a modelled example of what is needed to succeed in the lesson or any other pictorial or concrete resource that can help the children achieve mastery

**Deepening Understanding:** Children who have met the objective of the lesson can deepen their understanding of the component or composite goal by completing a task that encourages a child to apply or explain the knowledge and skills they have acquired.

**Lowest 20% toolkit:** These are strategies aimed at the lowest 20% children in your class. They are strategies to enable children working within the lowest 20% to access and meet the demands of our mastery curriculum. These strategies include; Live Modelling, Support or scaffold, varied questions, setting the 'Bigger Picture', key vocabulary, 1:1 support, 1:2 Support and carefully planned independent learning time.

## 6. Foundation Stage

6.1 We teach history in Nursery and Reception classes as an integral part of the topic work covered during the year. As these classes are part of the Statutory Framework for the Early Years Foundation Stage 2021, we relate the history side of the children's work to the objectives set out in the learning area of Understanding of the world and especially the ELG of Past and Present. Children partake in activities such as articulating and developing an understanding of the past and present by identifying old and new objects such as trains, fire engines and cars, sequencing pictures from young to old such as a baby to an adult and beanstalks, identifying changes in my local area over time, identifying objects and animals from the past such as dinosaurs, fossils and skeletons as well as observing how things change such as chicks, plants and changes to fruit.

## 7. Teaching history to children with special educational needs

1. 7.1 At our school we teach history to all children, whatever their ability. History forms part of the school curriculum policy to provide a broad and balanced education to 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. Assessment against the National Curriculum allows us to consider each child's attainment and progress against expected standards.
2. 7.2 When progress falls significantly outside the expected range, the child may have special educational needs. Our assessment process looks at a range of factors – classroom organisation, teaching materials, teaching style, variation – so that we can take some additional or different action to enable the child to learn more effectively. This ensures that our teaching is matched to the child's needs.
3. 7.3 Intervention through SEN Support and EHC plans will lead to the creation of an Individual Education Plan (IEP) for children with special educational needs. The IEP may include, as appropriate, specific targets relating to history.

4. 7.4 We enable pupils to have access to the full range of activities involved in learning history. Where children are to participate in activities outside the classroom, for example, a visit to an archaeological dig, we carry out a risk assessment prior to the activity, to ensure that the activity is safe and appropriate for all pupils.

## 8 Assessment and recording

1. 8.1 We assess children's work in history by making informal judgements as we observe them during each history lesson. On completion of a piece of work, the teacher marks the work and comments as necessary. At the end of a unit of work, the teacher makes a summary judgement about the work of each pupil in relation to the National Curriculum level of expectations, and records the children's grades on Educater. We use these grades as a basis for assessing the progress of the child and we pass this information on to the next teacher at the end of the year.
2. 8.2 The history subject leader keeps samples of children's work in a portfolio. These demonstrate what the expected level of achievement is in history for each age group in the school.

## 9 Resources

9.1 There are sufficient resources for all history teaching units in the school. We keep these resources in a central store where there is a box of equipment for each unit of work. The library contains a good supply of topic books and access to the internet to support children's individual research.

## 10 Monitoring and review

10.1 The history subject leader is responsible for monitoring the standard of the children's work and the quality of teaching in history. This is through termly monitoring of teacher planning and children's' books. Pupil interviews, learning walks and summative assessments also contribute to the monitoring of the subject where data and feedback is then analysed to identify strengths and areas for development to address the following term. The history subject leader is also responsible for supporting colleagues in the teaching of history, for being informed about current developments in the subject, and for providing a strategic lead and direction for the subject in the school. The history subject leader gives the head teacher a half termly report in which they evaluate the strengths and weaknesses in the subject and indicates areas for further improvement.

Tollgate Primary School History Curriculum Overview 2021-2022

Cohort	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Autumn	<p><u>My Family History Past and present</u></p> <p>Children to focus on developing their <b>chronological knowledge</b> by identifying <b>similarities and differences</b> in toys, clothing, jobs, schools and technology comparing the past to the present using common words and phrases to describe the passing of time.</p>	<p><u>National Historical Event The Great Fire of London</u></p> <p>Children to conduct a case study on the <b>significant events</b> of The Great Plague and The Great Fire of London looking at the <b>causes and consequences</b> of the event <b>weighing evidence to make historical claims</b> from the perspective of first hand accounts Samuel Pepys's and John Evelyn's.</p>	<p><u>Prehistoric History and Archaeology</u></p> <p>Children to <b>develop their chronological knowledge</b> of the world as a coherent narrative by describing the <b>continuity and change</b> to how species have evolved from the 'Age of Dinosaurs' to the 'Age of Man' by <b>weighing evidence to make historical claims</b> by looking at evidence of dinosaurs life and the reason for their extinction.</p>	<p><u>Ancient Greece</u></p> <p>Children to <b>understand the diversity of societies</b> between different Ancient Greek states such as Athens and Sparta <b>identifying similarities and differences</b> between their way of life and our way of life <b>making connections</b> between their influence on democracy, religion, philosophy and sport.</p>	<p><u>The Vikings</u></p> <p>Children to <b>explain the cause and consequences</b> of The Vikings invasion of Britain <b>understanding the diversity and relationship</b> with the Anglo Saxons and <b>making connections</b> with their influence on religion, military and trade.</p>	<p><u>The Industrial Revolution</u></p> <p>Children to <b>think critically</b> about the <b>cause and consequences</b> of the Industrial Revolution <b>understanding the challenges</b> of workers during these times <b>making connections</b> between the impact of the inventions and the introduction of trade unions during these times.</p>
Spring	<p><u>History of My Local Area</u></p> <p>Children to identify <b>continuity and change</b> within their local area <b>drawing contrasts</b> to how their local area looked from the past to the present identifying the <b>significance</b> of local landmarks such as The</p>	<p><u>Kings and Queens</u></p> <p>Children to identify the <b>significance</b> of key Kings and Queens from time periods they will study more in-depth in KS2 including Queen Boudicca, Henry VIII, Elizabeth I and Elizabeth II. Children will identify the <b>cause and consequences</b> of the actions and</p>	<p><u>Stone Age</u></p> <p>Children to identify the <b>continuity and change</b> from the Stone Age, Bronze Age and Iron Age <b>weighing evidence to make historical claims</b> through the use of artefacts and an educational</p>	<p><u>Ancient Rome</u></p> <p>Children to explain the <b>cause and consequence</b> the Roman empire had on Europe and Britain <b>making connections</b> with their influence on transport, law, architecture,</p>	<p><u>The Norman Conquest</u></p> <p>Children to <b>understand the cause and consequences</b> of The Battle of Hastings in the Norman's rise to power <b>analysing trends</b> to predict</p>	<p><u>World War 2 1939-1945.</u></p> <p>Children to <b>sift arguments</b> from the perspective of the allies and the axis <b>understanding the cause and consequences</b> of World War II and the <b>challenges</b></p>

	Docklands, London City Airport, The Excel centre and Westfield shopping centre as well as identifying the impact of the Olympic games in the local area.	achievements on these monarchs <b>making connections</b> between them and their impact on modern day Britain.	visit to Stonehenge <b>making connections</b> on their impact on our lives today.	religion and London with our modern day society today.	the challenges William the Conqueror faced as king.	the people of the local community faced during this time.
<b>Summer</b>	<p><b><u>The History of London</u></b></p> <p>Children to identify the <b>significance</b> and history of key London landmarks <b>comparing similarities and differences</b> between Westminster Abbey and Buckingham Palace as well as The Tower of London and St Pauls Cathedral.</p>	<p><b><u>Important People and Events in History</u></b></p> <p>Children to identify the <b>significance of key people and key events in</b> global history comparing the achievements of Florence Nightingale, Mary Seacole and Edit Cavell, Nelson Mandela, Rosa Parks and Martin Luther King as well as the first man on the moon, Neil Armstrong and the first British man in space, Tim Peakes explaining the <b>cause and consequences</b> their achievements had on our modern day society.</p>	<p><b><u>Ancient Egypt</u></b></p> <p>Children to <b>identify similarities and differences</b> with the Ancient Egyptian civilisation and our civilisation <b>weighing evidence to make historical claims</b> through the use of artefacts and an analysis of what was found in Tutankhamun <b>making connections</b> on their impact on our lives on politics, lifestyles and religion</p>	<p><b><u>Anglo Saxons</u></b></p> <p>Children to explain the <b>continuity and change</b> in Anglo Saxon's Britain compared to Roman Britain <b>identifying similarities and differences</b> with their influence on government, laws and religion.</p>	<p><b><u>The Tudors 1485-1603</u></b></p> <p>Children to <b>think critically</b> about the <b>cause and consequences</b> of the Tudor monarchs Henry VII, Henry VIII, Mary I and Elizabeth I on the reformation of the church with an educational visit to Glastonbury Abbey to understand the dissolution of the monasteries.</p>	<p><b><u>The Mayans</u></b> <b>Mayans (AD 900- 1500s)</b></p> <p>Children to <b>identify similarities and differences</b> with the Mayan civilisation and other ancient civilisations <b>making connections</b> with the Mayans influence on governance, mathematics, writing and religion.</p>