



St Leonard's Church of England Primary School

History Policy

Date reviewed:	August 2024
Policy written by:	Tarn Pollard
Date of next review:	August 2025



St Leonard's Church of England Primary School **History Policy**

This policy is intended to develop a commonly agreed and clearly understood approach to teaching History at St Leonard's. This will enhance the quality of teaching and learning throughout school and will ensure the participation of all our children. This teaching and learning policy is underpinned by our school's vision and values:



Intent

The importance of History :

At St Leonard's CE Primary School, all of our teaching and learning builds on our vision and values; Faith, Love, Learn and Flourish.

Sharing Faith and Hope : our history curriculum helps children to develop an understanding of their place in the world and gain awareness of how we came to be where we are today by considering the impact of people and events from the past. They also develop a coherent knowledge of Britain's past and that of the wider world, discovering a diverse range of significant people and their impact on our lives today.

Love and Value All : Children gain an awareness of events and people who have acted with courageous advocacy, and those which have not. When learning about past events, children have the opportunity to consider the thoughts and feelings of people living within that period and have the opportunity to understand historical events from a range of perspectives.

Learn, Remember and Do : children revisit key historical concepts and understand how modern life is shaped by events from the past. Our inspiring curriculum allows children to grow and develop their knowledge and skills each year, building on a strong foundation from EYFS to Year 6. New learning is established within the chronological timeline building on the prior learning of the children.

Aspire, Flourish and Shine : Significant individuals from the past are used as role models for our children to aspire to follow. Key events and achievements are discovered and celebrated. Children are encouraged to ask questions about events and significant individuals from the past

We recognise the importance of History and empower children to ask questions relating to events and people from the past to encourage them to foster an understanding of how and why modern life has developed.

Aims of the History Curriculum

The national curriculum for History aims to ensure that all pupils:

- know and understand the history of these islands as a coherent, chronological narrative, from the 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 the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; 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 and 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 of 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.

Our history curriculum follows the National Curriculum and is knowledge and vocabulary rich, ensuring children gain a deep understanding of historical knowledge as well as embedding key vocabulary and terminology (Tier 3 vocabulary).

Through our ambitious curriculum we aspire to provide excellent opportunities to enable our children to develop the following skills:

- **Chronology** - children gain a coherent knowledge and understanding of Britain's past and the wider world which helps to stimulate curiosity to know more about the past.
- **Using evidence** - children will analyse different sources and understand concepts such as bias, developing skills to use these to make their own judgements about the past.
- **Critical Thinking** - children will be encouraged to ask questions, consider evidence and develop judgements.



- **Making world connections** - children will use prior learning to make connections between the history of different countries, explore the diversity of societies and consider the importance of relationships between different groups.

Key stage 1

Children will develop an awareness of the past, using common words and phrases relating to the passing of time. They will ask and answer questions and look at ways we find out about the past.

They will study:

- changes within living memory
- events beyond living memory that are significant nationally or globally, such as the Great Fire of London.
- the lives of significant individuals in the past who have contributed to national and international achievements. (Mary Anning and Neil Armstrong).
- significant historical events, people and places in their own locality.

Key Stage 2

Children will continue to develop a chronologically secure knowledge and understanding of British, local and world history. They will look at connections, contrasts and trends over time and develop the appropriate use of historical terms.

Lower Key Stage 2

They will study:

- changes in Britain from the Stone Age to Iron Age
- Rome and its impact on Britain
- Anglo-Saxons
- Vikings
- Ancient Egypt

Upper Key Stage 2

They will study:

- Ancient Greeks
- Maya - with comparison to Anglo-Saxons
- Windrush
- Beyond 1066 - five significant monarchs
- Local Study

History in the Early Years

In Early Years, History is taught through Knowledge and Understanding of the World, people and communities. The children learn about events and people from the past in their play and adult led activities. Children are encouraged to think historically by:

- talking about their lives and those of the families and people around them.



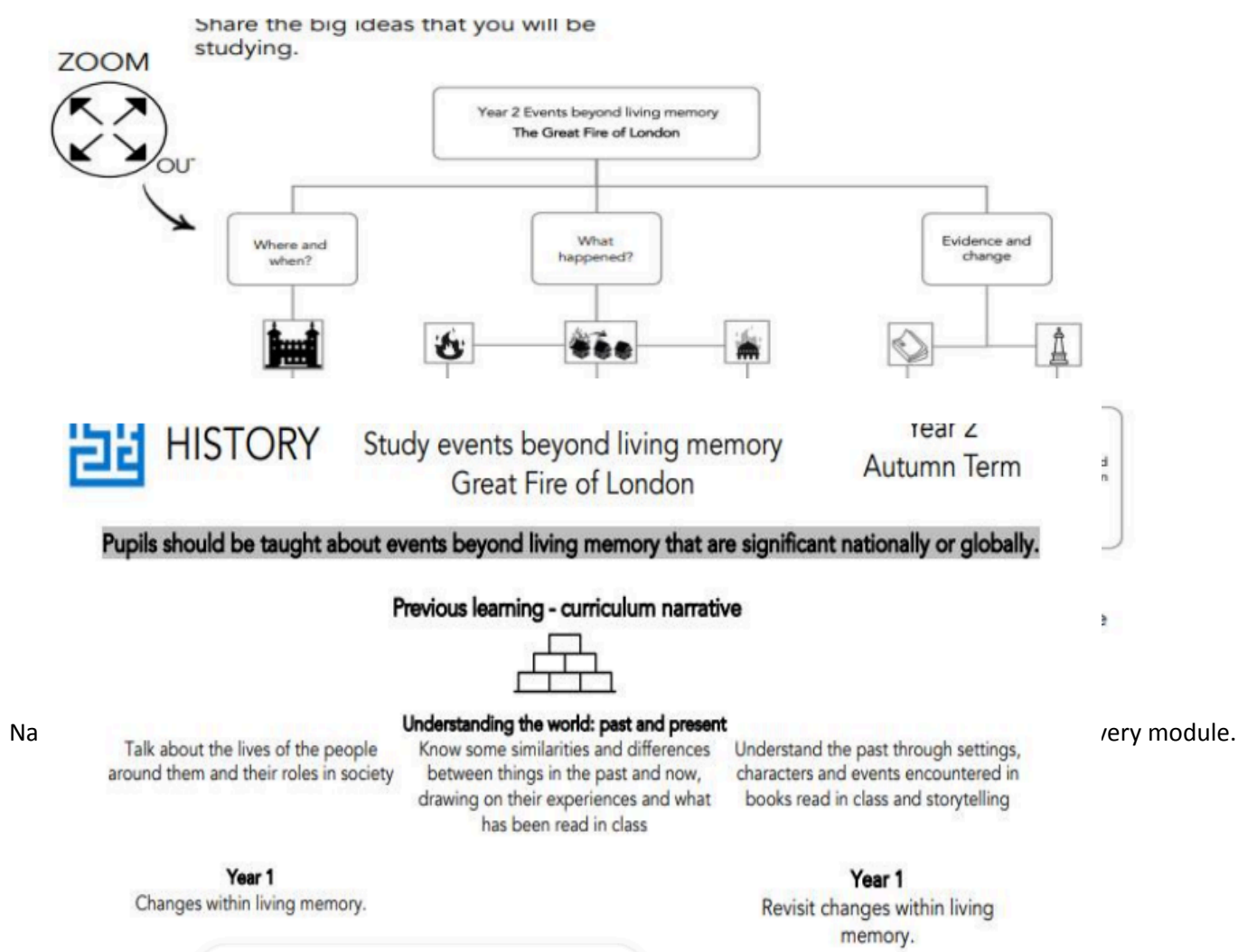
- explore celebrations and events throughout the year.
- explore differences to their own past and now.
- begin to explore the past through the use of high quality texts.

Implementation

At St Leonard's CE Primary School, History is taught using the CUSP Curriculum materials across each year group in modules that enable pupils to study in depth key historical events, develop skills and explore vocabulary. Each module aims to activate and build upon prior learning, including EYFS, to ensure better understanding and retention. Each module is sequenced to enable pupils to purposefully build on learning from previous sessions to facilitate the acquisition and retention of key historical knowledge and vocabulary. Modules are, at times, revisited as part of a spaced retrieval practice method to ensure pupils retain key knowledge and information.

The Big Ideas

At St Leonard's we put an emphasis on sharing the big ideas with the children at the beginning of every module.



Development of History skills and disciplinary knowledge

Each module is designed to enable children to develop their skills as a historian. Skills are displayed on each of the modules for both Key Stage 1 and Key Stage 2. It is clear which of the objectives are being taught throughout a specific module which ensures full coverage and allows for skills to be built upon.

Subject concepts (skills)

Chronology



- Use timelines to order events.
- Create timelines to show different periods of time.
- Know about changes within their living memory and the past.
- Recall and associate dates and periods of time.

Evidence



- Ask relevant questions about the period of time studied.
- Describe what they notice about the study.
- Know about and explain how artefacts, and other sources of evidence (such as newspaper articles, images and recounts) help to explain what life was like.

Connect history through time



- Describe events through time and make connections to the past.
- Compare and contrast the ideas, beliefs and the way people lived through time.

Cumulative Quizzing Model (Supporting Cognitive Load)

Children are given opportunities to retrieve their knowledge at regular intervals throughout the unit through a 'teach – test – teach – test' model. The aim of this model is to reinforce and revisit previously taught knowledge and vocabulary. Tests may be paper based or delivered electronically. Prior learning will be revisited at the start of every lesson, checking the retention of previous lessons.

Sample of module sequence and cumulative quizzing overview



Suggested sequence of learning:

Suggested lesson	Learning question	Cumulative questions from quiz					
DESIRABLE 1.	Where is London? When was the Great Fire of London?	1 - 4					
ESSENTIAL 2.	How did the fire start? Why did the fire spread so quickly? <i>Study Sunday 2nd September 1666</i>		5 - 11				
ESSENTIAL 3.	Where did the fire spread to? <i>Study Monday 3rd and Tuesday 4th September 1666</i>			12 - 18			
ESSENTIAL 4.	Where did the fire spread to? <i>Study Wednesday 5th and Thursday 6th September 1666</i>						

Year 2 Events beyond living memory

Score _____

1. When was the Great Fire?

- ☐ A September 1665.
☐ B September 1666.
☐ C September 1667.



2. The Great Fire of 1666 raged through the city of _____.

- ☐ A Edinburgh.
☐ B Cardiff.
☐ C London.
☐ D Belfast.

3. In 1666, London was a clean and tidy city.

- ☐ T True
☐ F False

Minimum lesson expectations

All history lessons will incorporate the following elements:

- Explicit teaching of vocabulary
- Revisiting of prior learning
- Use of history vocabulary in learning
- Reading
- Opportunity to develop skills (chronology/ using evidence/ critical thinking and making world connections).
- Evidence of learning in pupil's books

Discrete and explicit teaching of vocabulary

EYFS

At St Leonard's, we want our children to have an expansive vocabulary and through teacher modelling and planning, children are given opportunity to use and apply appropriate vocabulary. Historical language is taught and built upon with vocabulary being a focus.

Vocabulary modules in Years 1 - 6

Vocabulary instruction is at the heart of the curriculum and subject specific words are incorporated in each module. Children are given the opportunity to use and apply the learned vocabulary and it is taught using dual coding methods to embed the new knowledge.

Year 2 Great Fire of London Vocabulary Unit.

Y2 Study events beyond living memory

Great Fire of London

Vocabulary Essentials: Teacher Guide

Prior vocabulary knowledge

Words I should know

king, town, waterproof, baker, ordered, burning, fire

Roots, prefixes, suffixes and spelling rules

-ed, -s, -ing

Vocabulary for explicit instruction

Tier 2 multiple meaning or high frequency

bustling

full of activity, noise and energy

raged

spreading with great force

extinguished

to put an end to

merchant

a person involved in buying or selling goods

engulfed

to surround and cover completely

Tier 3 subject specific

flammable

something that is easy to set fire to

devoured

to destroy something completely

possessions

the things you own

ineffective

not doing what it is meant to do

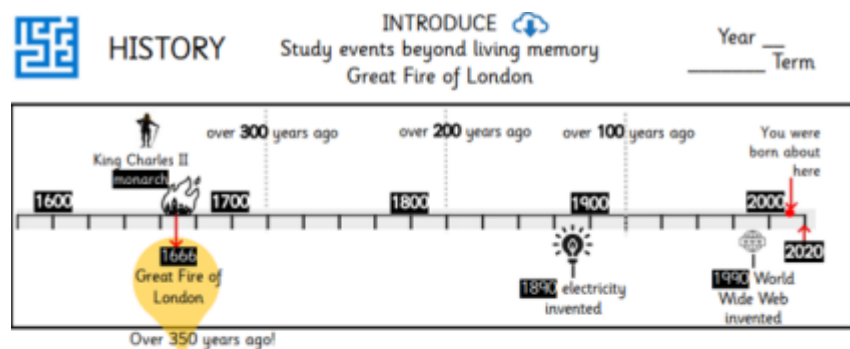
doused

to wet thoroughly by pouring liquid over it

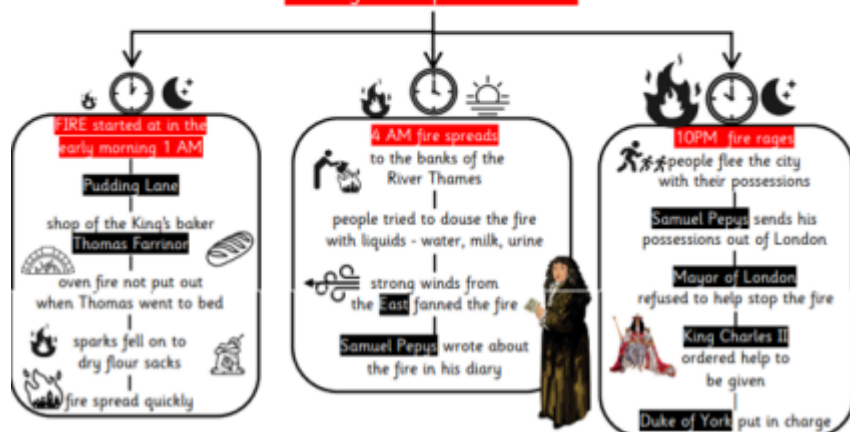
Knowledge organisers and Knowledge Notes

Accompanying each module is a Knowledge Organiser which contains key vocabulary, information and concepts which all pupils are expected to understand and retain. Knowledge notes are the elaboration and detail which help pupils acquire the content of each module. They support vocabulary and concept acquisition through a well-structured sequence that is cumulative. Each Knowledge Note begins with questions that link back to the cumulative quizzing, focussing on key content to be learnt and understood. Knowledge Organisers and Knowledge

Notes are dual coded to provide pupils with visual calls to aid understanding and recall. Knowledge Organisers and Knowledge Notes are referenced throughout each module.



Sunday 2nd September 1666



Year 2 Great Fire of London Knowledge Organiser and associated Knowledge Notes.



SEND and History

At St Leonard's we aim for all History lessons and learning questions to be accessible to all pupils. Pre-teaching of key history vocabulary provides every child with the opportunity to demonstrate an understanding of subject specific language. The use of dual coded Knowledge Notes and Organisers provide visuals to aid understanding and recall. In addition, knowledge notes are utilised in all lessons to minimise cognitive overload, so children can use and apply their knowledge more easily. Sentence stems can be used where necessary to aid with written evidence.

Reading

Our History curriculum is supported by a wealth of high quality texts which support pupil's learning and develop their skills in accessing information from a range of sources.

Oracy

When discussing their findings or presenting information, pupils are encouraged to speak using full sentences and incorporating key historical vocabulary. This is modelled by teachers e.g. using my turn, your turn.

Writing

Pupils are expected to write across all areas of the curriculum with teachers modelling how to write.

Impact

In ensuring high standards of teaching and learning in History, we implement a curriculum that is progressive throughout the whole school. Planning for History is a process in which all teachers are involved to ensure that the school gives full coverage of “The National Curriculum programmes of study for history 2014” through the use of the CUSP curriculum. The teaching of History at St Leonard’s CE Primary School involves adapting and extending the curriculum to match all pupils’ needs.

In KS1 and LKS2 there is a rolling 2-year programme in place due to the mixed year class teaching. UKS2 classes follow the modules of the appropriate year group. The structure of the curriculum ensures progression between year groups and guarantees topics are covered.

How do we document learning, monitor progress and achievement?

Children are expected to record learning in their exercise books in almost all lessons. This may take the form of writing, mind maps, pictures etc and will involve students answering specific questions. This work in students’ books should take into account the school’s presentation rules and minimum expectations.

During lessons, teachers may use discussion to support students in self-assessing their work and they may be asked to edit and improve their work during this time.

In the Early Years, assessment is made by teacher questioning and observation on a continuous basis.

During each individual lesson, teachers will use the school’s marking policy in order that they can assess students’ progress against the lessons objectives. This also takes into account how far students have used the minimum expectations set out in this policy. By the end of the lesson, staff are expected to know whether students have achieved the objective and teaching in the next lesson will be adapted if needed to ensure that understanding is complete, and any misconceptions have been addressed.

Pupil Book Studies

Pupil Book Study includes groups of children discussing their work and understanding. It provides an opportunity for children to share their knowledge by talking through the journey of their learning. This in turn enables leaders to assess the effectiveness of teaching and learning.

