

	History Policy		
	Member of staff responsible	Date Approved	Review Date
	Kishanda Blake	03.05.2024	03.05.2026

## Intent

### Our Philosophy for Teaching History

At Yarlside Academy we want to provide pupils with opportunities to develop essential skills and acquire knowledge, through a broad and enriching range of learning experiences, enabling them to become independent successful learners and confident thinkers who have responsibility for their world. Through history, we want the children to learn a range of skills, concepts, attitudes and methods of working. We aim to meet the needs of all our pupils and promote a love of learning, therefore enabling them to reach their full potential and be well prepared for the next stage of their education.

### National 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 Curriculum

At Yarlside Academy, History is taught across each year group in modules that enable pupils to study in depth key historical understanding, skills and vocabulary. Each module aims to activate and build upon prior learning, including EYFS, to ensure better cognition and retention. Each module is carefully sequenced to enable pupils to purposefully layer learning from previous sessions to facilitate the acquisition and retention of key historical knowledge and events. Modules are revisited either later in the year or in the following year as part of a spaced retrieval practice method to ensure pupils retain key knowledge and information. History is studied chronologically and comparisons are made between different time periods and cultures including linking to other subject areas such as Geography, Art and Design & Technology.

## Implementation

### Curriculum Organisation

CUSP's History scheme has been designed as a spiral curriculum with the following key principles in mind:

- **Cyclical:** Pupils return to the same skills and knowledge again and again during their time in primary school.
- **Increasing depth:** Each time a skill or area of knowledge is revisited it is covered with greater depth.
- **Prior knowledge:** Upon returning to a skill, prior knowledge is utilised so pupils can build upon previous foundations, rather than starting again.

To ensure that pupils develop a secure knowledge that they can build on, our History curriculum is organised into a progression model that outlines the skills, knowledge and vocabulary to be taught in a sequentially coherent way. It draws upon prior learning wherever the content is taught eg in the EYFS pupils may learn about the past and present through daily activities, exploring through change, and understanding more about the lives of others through books and visitors as well as their own experiences. These experiences are drawn upon and used to position new learning in KS1.

The structure is built around the principles of advancing cumulative knowledge, chronology, change through cause and consequence, as well as making connections within and throughout periods of time studied.

Our curriculum is organised into six substantive concepts and six disciplinary knowledge strands:

#### **Substantive Concepts**

- Community
- Knowledge
- Invasion
- Civilisation
- Power
- Democracy

#### **Disciplinary Knowledge**

- Chronology
- Cause and consequence
- Change and continuity
- Similarity and difference
- Evidence
- Significance

History is planned so that the retention of knowledge is much more than just 'in the moment knowledge'. Pupils become 'more expert' with each study and grow an ever broadening and coherent mental timeline. Specific and associated historical vocabulary is planned sequentially and cumulatively from Y1 to Y6.

#### **Timetable**

Three units of work are taught in each year group and these are timetabled so that history is taught every term either on a weekly basis or through blocked sessions – this is decided by the teacher and is dependent on the topic content and length.

## **Teaching & Learning Approach**

### **Knowledge Organisers and Knowledge Notes**

Accompanying each unit is a 'Knowledge Organiser' which contains key vocabulary, information and concepts which all pupils are expected to understand and retain. Knowledge organisers help children to acquire the content of each unit and are used to support planning and implementation.

Knowledge notes accompany each lesson, breaking down the learning for that lesson. It is used as a prompt and cue to increase participation and independence and as a guide to support the explicit use of knowledge and vocabulary.

### **Cumulative Quizzing**

Quizzes are used from CUSP to establish prior knowledge and understand the content of each unit. Throughout each unit, pupils continually revisit quiz questions and previous content to reinforce key knowledge and vocabulary. At the end of each unit, pupils are given an 'assessment' quiz to check their understanding and knowledge. As part of a spaced retrieval practice, these quiz questions are often revisited on an ad hoc basis to encourage recall.

### **Lesson Activities**

Core principles are taught through activities that are relevant, practical, engaging and wherever possible, cross-curricular, providing both support and challenge for learners.

### **Educational Visits and Visitors**

Where possible, our curriculum is enhanced by a range of educational visits and visitors that provide the children with a practical supplement and extension to what they already know.

	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
History		<b>Understanding the World</b> The Amphitheatre	<b>Changes within living memory</b> Tour of local area and town centre	<b>Furness Abbey</b> Furness Abbey with Ian McNicholl	<b>Wood-matters</b> Stone Age Field-work  <b>Vindalanda - Roman Army Museum</b> Romans	<b>York Residential</b> Anglo-Saxons & Vikings	<b>The Victorians</b> Dock Museum & Library visit	<b>The Blitz</b> Dock Museum Summer

## Classroom Organisation

Children are generally seated in mixed ability groups but this may vary in some lessons that require specific differentiated groups (see below).

When historical topics are covered, displays around the classroom provide some additional resources eg topic related books, artefacts etc.

## Provision for Lower and Higher Ability

Pupils needing support are quickly identified and interventions are put in place to give a mixture of additional adult support and peer support, as well as increased verbal and live feedback during the session.

## EYFS

In Early Years, children are encouraged and guided to develop their understanding of past and present. Specific skills are taught across EYFS that feed into our History curriculum. Children are taught in adult led sessions and deepen their understanding during self-directed continuous provision time. Children in our EYFS have access to a 'curiosity area' where they can explore exciting stimuli which inspires children to ask questions and play with what they know.

## Parents

We know how important parental involvement is in maximising our teaching and learning. Consequently, we keep parents up to date with their children's progress and involve parents as much as possible through:

- Sending information home regarding what the children have done in history at school using 'Tapestry' and through posts on our social media sites.
- Keeping parents up to date with our curriculum through newsletters and our website.
- Individual children's progress and attainment is reported to parents termly through face to face meeting and an end of year report.

## Transition to Secondary School

Our History scheme of work was developed in liaison with the History Subject Lead in our trust secondary school with a view to continuing and extending topics/themes developed in secondary school.

## Continuous Professional Development (CPD)

Strong subject knowledge is vital for staff to be able to deliver a highly effective and robust history curriculum. Teachers are supported by webinars from history specialists through CUSP and the Historical Association. They can also develop their subject knowledge through the abundance of resources and reading material offered through the Historical Association site.

In addition to this on-going CPD, we work very closely with our local secondary trust school and their History subject lead. We have a 'History Team' on 'Microsoft Teams' where staff collaborate, share ideas and organise CPD events for staff.

## **Assessment**

### **Formative Assessment**

Alongside marking of children's work, all of the following methods of formative assessment are carried out in the classroom to continually assess children's progress and attainment.

- Questioning
- Observation
- Self-assessment
- Peer-assessment
- Quizzes
- Verbal feedback to children

### **Summative Assessment**

Quizzes are completed by the children as end of unit assessments and these results are recorded to monitor attainment and progress through the year. These results are also used to assess which topic areas need more reinforcement and repetition.

## **Impact**

### **Whole School Tracking**

Assessment results are input into a tracking spreadsheet which enables teachers, subject leads and SLT to monitor progress and attainment on a half termly and annual basis, as well as tracking between key stages.

### **Subject Monitoring**

Progression of skills is monitored regularly through regularly reviewing and scrutinising children's work as well as organising discussions with children to talk about what they have learnt, understood and remembered about what they have been taught.

Lessons are regularly visited to monitor the quality of teaching and learning.

Staff are encouraged to feedback at staff meetings in order to continuously improve our teaching and learning.

### **Impact on the Children**

Our children are able to talk about the skills and knowledge they have acquired.

They are engaged in History lessons and want to find out more.

They complete research independently through projects and homework to further their own enjoyment about the subject or topic.

They show a deeper understanding of chronology because of the organisation of our curriculum.

The children are excited about History and share information about visits to historical sites.