



Springcroft Primary School

History Policy

Date Adopted: January 2025
Author/owner: Springcroft Primary School
Anticipated Review: January 2027

Approved	Signature	Date

Our Mission Statement:
The place to learn, the place to succeed, the place to make friends, the place to grow.

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Introduction

A high-quality history education will help pupils gain a coherent knowledge and understanding of Britain's past and that of the wider world. It should inspire pupils' curiosity to know more about the past.

History helps pupils 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)

The following information is based on the NC Programme of Study and the Early Years Foundation Stage (EYFS) Statutory Framework (March 2021)

Rational/Purpose of studying history

We teach children to understand how events in the past have influenced our lives today. We teach our children that the past was shaped by ordinary people like themselves and children are made aware of both significant and lesser-known people of the past and their impact.

We teach children a sense of chronology and through this they develop a sense of identity and a cultural understanding. They learn to value their own and other people's cultures in a modern, multi-cultural Britain.

Roles and responsibilities

Teachers will have responsibility for the planning and teaching of History. They will need to ensure there is opportunity for full coverage of specific History skills for their year group. Teachers will ensure that there is at least one educational visit or visitor linked to History per year and some lessons should involve investigating artifacts.

The History Leader, under the guidance of the senior leadership team, will take specific responsibility for History issues in the school. It is the Leader's responsibility to:

- Support colleagues in their teaching.
- Audit current practice through book scans, lesson observations, pupil voice activities and looking at coverage in planning.
- To monitor and update resources, including those from the Historical Association.
- Ensure colleagues are made aware of available resources.
- Keep colleagues informed of possible visits, exhibitions, courses and loan boxes.

The Teaching of Geography

FOUNDATION STAGE and KEY STAGE 1

- To develop an awareness of the past.
- To identify similarities and differences between ways of life in different periods.
- To expand pupils' vocabulary of everyday historical terms.
- To encourage pupils to ask and answer questions.

- To ensure pupils understand where the people and events they study fit within a chronological framework.
- To begin to have an awareness of local history

AT KEY STAGE 2

- To inspire pupils' curiosity to know more about the past.
- To develop an interest in the past and an appreciation of human achievements and aspirations
- To develop a chronologically secure knowledge and understanding of British and world history.
- To encourage pupils to devise historically valid questions.
- To enable pupils to develop a sense of identity through learning about the past.
- To extend pupils' knowledge of causes and consequences in History.
- To enable pupils to understand their own cultural roots and shared inheritances.
- To help pupils to develop knowledge and understanding of people in other societies, religions, cultures and countries.
- To understand local history and how it has shaped the local area
- To understand how the past was different from the present and that people of other times and places may have had different values and attitudes from ours.
- To distinguish between historical facts and the interpretation of those facts.
- To understand evidence and interpret primary and secondary sources.

Curriculum planning and content

History is a foundation subject. History is taught as a discrete subject at Springcroft Primary School. However, we aim to link the History units of work closely with other subjects, in particular Geography and English, where both fiction and non-fiction texts are linked to the History units of work.

Interweaved through the History curriculum is the teaching of local history in every year group.

Every History unit of work uses the National Curriculum as it's basis and has been adapted to the local circumstances of the school. Each unit has a 'Big Question' with each lesson's learning objectives organized so that children acquire the knowledge and historical skills to answer the 'Big Question'.

We plan progression into the units of work so that children are increasingly challenged as they move through the school.

History lessons begin with Knowledge Retrieval activities which are low-stake activities to recall facts from both previous lessons and previous units both in the current and in previous year groups. Each lesson then builds on prior learning.

Within each unit of work we have two themes, Migration and Settlement and Hierarchy and Power, which run from Reception to Year 6. The themes are visited in each unit and links are made to previous units of work.

In our lessons we put emphasis on learning the skills of being an historian by looking at historical artifacts and primary and secondary sources, alongside gaining historical knowledge. We provide opportunities for children to visit Museums, historical sites and we organize experts to visit school as well as encouraging others, such as Grandparents, to come into school to talk about their experiences.

The History Leader monitors the teaching of History through carrying out book scans, lesson observations, learning walks and planning scans alongside pupil voice. We aim to provide the children with real life experiences through educational visits outside the classroom and visitors being invited into school.

Non-Negotiables for History

- Each unit of work begins with a 'Big Question'.
- Learning Objectives build on previous History units
- Each History unit contains learning objectives focussing on the themes of Migration and Settlement and Hierarchy and Power.
- Classroom displays include historical vocabulary, definitions of the Historical themes, timelines, information and examples of children's work.
- Each History lesson begins with a Knowledge Retrieval activity
- Quality resources are used to plan a variety of lessons, using artifacts and primary and secondary sources as much as possible.
- History is taught weekly when it is the driver of the topic and bi-weekly when the topic has a Geography driver ,or alternatively as a block.
- At the end of the Unit and End of Unit Assessment is carried out which answers the 'Big Question'.

Coverage of the history Attainment Targets at Springcroft Primary

By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study below. The tables show in which year groups these are taught.

Key Stage 1

changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life	Y1
events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries]	Y1
the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods [for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell]	Y2
significant historical events, people and places in their own locality.	Y1

Key Stage 2

Pupils should be taught about..

changes in Britain from the Stone Age to the Iron Age	Y3
the Roman Empire and its impact on Britain	Y3
Britain's settlement by Anglo-Saxons and Scots	Y4
the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor	Y4
a local history study	All year groups
a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066	The themes of Migration and Settlement and Hierarchy and power are taught in each History unit from Reception.
the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China	Y4 Y5
Ancient Greece – a study of Greek life and achievements and their influence on the western world	Y5
a non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300.	Y6

History and Inclusion

At our school we teach History to all children, of all abilities. We ensure we provide learning opportunities that enable all children to make good progress. We work hard to meet the needs of those children with special educational needs, those with disabilities, those with special gifts and talents, and those learning English as an additional language.

The school fully supports the policy of inclusion.

Spiritual, moral, social and cultural development and British Values

We offer children in our school many opportunities to examine the fundamental questions in life through the medium of History. We help pupils to develop an understanding of how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world. We enable the children to learn about inequality and injustice in the world and develop their knowledge and understanding of different cultures so that they learn to avoid stereotyping other people and acquire a positive attitude towards others. History contributes to the children's appreciation of what is right and wrong by raising many moral questions during children's learning, helping to develop their sense of responsibility. Children discover how to be active citizens in a democratic society by

learning how laws are made and changed. Children are encouraged to think about how they would feel in a range of different time periods and contexts and compare everyday life in the past to their own lives. This directly complements our teaching of British Values in the school. As Historians we develop the understanding and value of Democracy, The Rule of Law, Individual Liberty, Respect and Tolerance of other cultures and how these values have changed over time., The British values that are relevant to the teaching of a History objective are documented on the History Long -Term Plan and on each class's Termly plans. In our teaching of History we also make links to our school values of Collective Responsibility, Integrity, Resilience and Creativity.

Assessment for learning

Children demonstrate their ability in History in a variety of different ways. Teachers will assess children's work by making informal judgements during lessons. On completion of a piece of work, the teacher assesses the work by marking and commenting as necessary, using this to extend children's learning. Written or verbal feedback is given to the child to help guide his or her progress. At the end of each unit of work children are given an assessment activity which focuses on answering the Big Question using all the objectives they have taught throughout the unit. A standards bank of End of Unit Assessments is collated by the History Leader which includes examples of work from both Expected and Great Depth children

Parents are informed of their child's progress at termly parents' evenings and via the annual reports, which are sent home in the summer term.

Cross curricular links

At Springcroft Primary History is the driver for the topic work in two terms over the course of a year, thus lending itself to many cross-curricular links. It is important to embrace these links where possible, providing that the History learning objective is successfully met.

The teaching of English at Springcroft Primary is intertwined with the teaching of History in two terms of the year and texts used in English lessons link to the history topic. Other links can be made in Geography, Art, ICT, through research, and PSHE.

Monitoring and Review

The coordination and planning of the history curriculum are the responsibility of the subject leader who regularly attends CPD/ training and network meetings, allowing them to keep informed about current developments in the teaching and learning of history, and by providing a strategic led and direction for this subject. Subject Monitoring takes place termly when lesson observations and feedback take place, along with pupil voice and the monitoring of children's work.