



C. E. PRIMARY ACADEMY
(HANDSWORTH)

History Policy

Subject Champion: E Lilley
Date: November 2021
Date for Review: November 2023

Holy Trinity CE Primary Academy Vision Statement

At Holy Trinity CE Primary Academy our distinctive Christian values are at the heart of all we do. Our children develop independent curiosity, acquire a life-long appetite for learning and become well-rounded individuals who achieve their full potential, both personally and academically.

“For I know the plans I have for you,” declares the Lord, “plans to prosper you and not to harm you, plans to give you hope and a future.” – Jeremiah 29:11

1. Intent

1.1 Holy Trinity Curriculum

Our curriculum is about **bringing engagement, fun and enthusiasm** to learning so that our children develop independent curiosity, acquire a lifelong appetite for learning and become well-rounded individuals who achieve their full potential, both personally and academically. Our curriculum starts from the children in our academy and works out.

1.2 History at Holy Trinity

At Holy Trinity, we aim to stimulate our children’s interest and understanding about the events and lives of people who lived in the past. Our history curriculum is taught through the Ark Curriculum Plus scheme. This knowledge-rich history curriculum enables our children to know about significant events in British history and those in the wider world, whilst appreciating how things have changed over time. Our history curriculum is carefully mapped out so that all pupils leave the school equipped with an understanding of the past that paves the way for their future. Throughout their journey in history, pupils will acquire an extensive knowledge of places and people and significant events through time. We support pupils to develop their ability to ask perceptive questions, think critically, analyse evidence, examine arguments, develop judgement, and understand differing perspectives. There are four core pillars that underpin our history curriculum: historical enquiry, historical knowledge, historical concepts, and communicating historical findings. Identifying and combining these core pillars work towards our overall goal of history education – gaining clear historical perspective. With clear historical perspective, our pupils will be empowered to be active global citizens who understand 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.

1.3 Curriculum aims

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.

2. Implementation

2.1 Curriculum delivery

The History Curriculum is delivered through Ark Curriculum Plus. Ark has been carefully structured to ensure skills progression and provides support to enable teachers to deliver lessons effectively. Ark Curriculum Plus is delivered from Year 1 to Year 6. Each year group has five units. For every half term, the unit will either be a History or Geography focus. Children fill in their workbooks each lesson. Workbooks are differentiated by teachers to ensure that every child has access to the learning. The lessons are planned to be delivered each week. Ark Curriculum Plus is very knowledge based and provides children with lots of opportunities to recap previous learning with quizzes at the start of each lesson. The quizzes are marked by either teachers or peer assessed so that any misconceptions of previous learning can be addressed.

The Reception Curriculum is driven by the children's interest within planned wider topics. As a school we have identified the planned topics for each half term in Reception and have made links to History in KS1. This ensures History progression starts in Reception and develops throughout school. History makes a significant contribution to the ELG objectives of developing a child's understanding of the world looking at the past and present and people and communities. For example, in Autumn 2 the Reception topic is 'Celebrations' and children will discuss what presents they may receive during celebrations such as Birthdays and Christmas and will use key vocabulary surrounding different types of toys. This will prepare children for the History Topic of "Toys in Time" in Year 1 where they will go into more detail about toys from now and the past. As well as interlinking the EYFS topics to History topics in KS1, there is also incidental opportunities for children to gain historical awareness in EYFS. For instance, during story time children may

listen to traditional fairy tales such as 'Cinderella' and 'Sleeping Beauty' where they will discuss characters and their roles in the story and key vocabulary such as crown, palace, and Queen. This will prepare children with an awareness of monarchs before they are in Year 2 where their first History topic is 'Kings and Queens'. Reception children are prepared to learn History in Year 1 when they leave Reception.

2.2 Planning

The school currently follows Ark Curriculum Plus for History. The introduction of Ark Curriculum Plus allows for a consistent approach to the teaching and learning of History. Ark Curriculum Plus has been used from September 2021. Staff received CPD training in June 2021 from Ark on how to use the curriculum and how to implement it effectively in the classroom.

Ark Curriculum Plus aims to support the quality of teaching and curriculum planning, by shifting the focus of teachers' use of time to ensure that it is effectively spent, to help education recovery. The scheme provides teachers with a subject knowledge guide for each unit, unit planning guidance, lesson tutorial videos and lesson resources including PowerPoint slides. Children are also provided workbooks, knowledge organisers, posters, and discovery box cards to facilitate their learning.

2.3 Teaching and Learning

History teaching focuses on enabling children to think as Historians. We place an emphasis on enquiry through examining historical photographs and information, amongst other primary and secondary sources provided in the workbooks. We focus on helping children understand that historical events can be interpreted in different ways and that they should always ask enquiry questions about information they are given and should consider the beliefs and values of that time. Using knowledge organisers, quizzes and working walls, we support the children to revisit and review prior learning, whilst also making connections with their new learning.

The overdriving topic in all teaching of History is Understanding the Past. This begins in EYFS and Year 1 where pupils focus on familiar objects and places then moving on to significant people and events in Year 2. Pupils in KS2 are taught British History and World History. Building on prior learning is always a priority in every year group.

History in EYFS

History in the Foundation Stage is taught under the umbrella of "Understanding the World". The children are supported in developing the knowledge, skills and understanding that helps them to make sense of the world. The pupils are encouraged to talk about their families and past and present events in their lives. History topics in KS1 begin in EYFS. Before children are taught History in KS1 they have prior understanding of

learning about significant historical events and discussing how their environment and experiences may differ from those in the past.

History in KS1

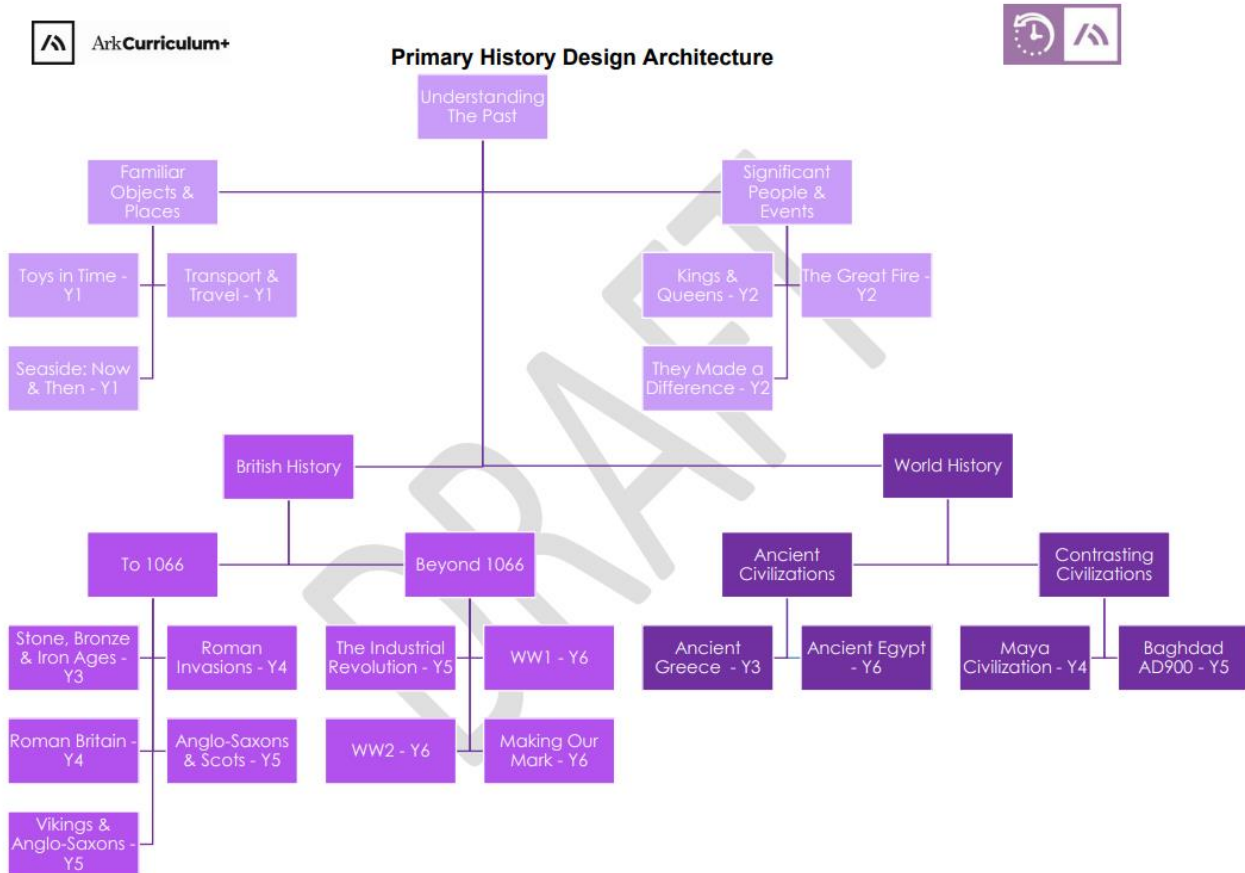
The National Curriculum Programme of Study at Key Stage 1 focuses on developing children's awareness of the past, using common words and phrases relating to the passing of time. They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. Children should use a wide vocabulary of everyday historical terms. They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. They should understand some of the ways in which we find out about the past and identify different ways in which it is represented. In Key Stage 1, pupils develop their understanding of the past – beginning with familiar objects and places within living memory before moving beyond living memory. Pupils study toys, transport, and the seaside in Year 1. They then further develop their understanding of the past by studying the lives of significant individuals both nationally and internationally as well as studying a significant event beyond living memory. Pupils study Kings and Queens, The Great Fire of London and significant individuals who have made a difference in Year 2.

History in KS2

The National Curriculum Programme of Study at Key Stage 2 should continue to allow children to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and 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 should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources. In Key Stage 2, the curriculum divides into two main strands. A study of Britain's past and a series of studies focussing on civilizations and people around the world. When studying British History, units are taught chronologically from the Stone Age in Year 3 to the Roman invasions and an in-depth study into Roman Britain in Year 4, to the Anglo-Saxons, Scots and Vikings and ending with the Battle of Hastings in Year 5. After this chronological study of British History, pupils move to studying three isolated units, each chosen because of their significance: The Industrial Revolution, WW1, and WW2. Pupils then end Year 6 with a chronological study of how groups of people have stood up for their own rights and the rights of others to influence change – Making our Mark.

Units about world civilizations have been linked to the geographical studies of continents focussed on in each year group. These civilizations often overlap with one another and comparisons will be made between the civilizations but also with the different periods of British History occurring at the time. The pupils gain an overview of the locations of the earliest civilizations before studying Ancient Greece, the Maya, Baghdad in its Golden

Age and the Ancient Egyptians. When studying the Ancient Egyptians pupils investigate how a later archaeological discovery can change our interpretation of the past and question whether artefacts should ever be taken from their country of origin.



3. Impact

3.1 Assessment

- Assessment is used to monitor progress and to identify any child needing additional support as soon as they need it.
- **Assessment for learning** is used:
 - daily within class to identify children needing support and adapt teaching.
 - weekly in planning meetings to assess gaps and address these immediately.
 - during marking to highlight misconceptions and identify next steps.
- **Summative assessment** is used:
 - at the end of each unit to assess progress, to identify gaps in learning that need to be addressed, to identify any children needing additional support and to plan the support that they need.

- by the Senior Leadership Team and scrutinised through assessment trackers, to narrow attainment gaps between different groups of children and so that any additional support for teachers can be put into place.

Please read this policy in conjunction with our *Assessment Policy*.

3.2 Monitoring

The subject is led by the Subject Champion and supported by the Senior Leadership Team. Each year, time is set aside to review standards and monitor curriculum provision and ensure training and resources are up to date.

Monitoring takes place regularly by the Subject Champion and the Senior Leadership Team through sampling children's work, book scrutinises, learning walks, lesson observations and pupil voice.

3:3 Equal opportunities

This policy firmly supports the equal opportunities philosophy of the school. Every child, regardless of gender, ethnicity or ability is given equal access to all aspects of the curriculum and participates fully in all lessons.

At Holy Trinity we recognise protected characteristics from *The Equality Act 2010*.

The following characteristics are protected characteristics:

- age
- disability
- gender reassignment
- marriage and civil partnership
- pregnancy and maternity
- race
- religion or belief
- sex
- sexual orientation.