

GLEBE PRIMARY SCHOOL UNITED LEARNING ACADEMY

History Policy 2024-2025

Updated: Autumn 2024
New Review: Autumn 2025

Approved by the Local Governing Board on 03.12.24



Signed by: Mr. James Dempster
Position: Chair of the Local Governing Body

History Policy
Last updated: Autumn 2024

History at Glebe: Intent Statement

At Glebe Primary School we believe an **ambitious core values** based history education along with the development of our pupils' positive mindsets, will help pupils gain a coherent knowledge and understanding of Britain's past and that of the wider world. History is all about people. The study of people of different types from different times and different places is the most important aspect of our work. The enquiry based topics inspire our pupils' curiosity to know more about the past and develops their culture capital. Teaching equips our pupils to ask perceptive questions, think critically, weigh evidence, sift through arguments, and develop perspective and judgement. 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.

The History curriculum has been made **for Glebe by Glebe**. It has been **organised and researched** from working closely with Shoreham Academy as well as experts from the KeyStageHistory platform. In the classroom you will see **big questions being answered**, real life connections being made, shared vocabulary used, inclusivity for all pupils and a real thirst for learning. Review and progress (RAP) quiz sessions are used to enhance the pupil's knowledge from short term to long term as well as a range of **valued experiences**.

How we teach History at Glebe

We firmly believe that children in KS1 will start to build up their skills, confidence, knowledge and understanding of British History post 1066 through a spiral curriculum encompassing a range of different significant events and people. During their learning in KS2 the children will investigate a range of different enquiry based topics from different eras and around the world.

History knowledge organisers have been designed for teachers to adhere firstly to the national curriculum but then to drill down deeper into 5 key specific pieces of knowledge the children should learn at the end of each unit. This knowledge has been researched to give the children succinct learning outcomes. We don't just learn facts by rote but rather pose enquiry questions for the children make their own conclusions and use critical thinking.

- The History curriculum follows a spiral model. Children practise the five 2nd order concepts throughout each key stage e.g.
- CHARACTERISTIC FEATURES of societies - what made them distinctive in their beliefs and lifestyles
- CHANGE and CONTINUITY – including chronology, similarity and difference, and historical perspectives
- CAUSE and CONSEQUENCE
- INTERPRETATIONS
- ENQUIRY

These are then applied through different Historical contexts. Each unit is underpinned by a knowledge organiser which gives the teachers 5 main end points of knowledge the children need to gain at the end of the unit along with key vocabulary. Each History unit is framed with a 'big' enquiry question. This helps them with their substantive knowledge.

Each History unit is split up into 5 key parts / lessons which include:

- Part 1 - Zoom out change and continuity and RAP session
- Part 2 – Zoom out what am I learning
- Part 3 – Zoom in key aspect of topic and 2nd order concept / skill application
- Part 4 – Zoom in key aspect of topic and 2nd order concept / skill application
- Part 5 – Zoom in key aspect of topic and 2nd order concept / skill application + Part 2 RAP add purple pen.

History in the Early Years

The EYFS Curriculum supports children's understanding of History through the planning and teaching of 'Understanding the World'. This aspect is about how children find out about past and present events in their own lives, their families and other people they know. Children are encouraged to develop a sense of change over time and are given opportunities to differentiate between past and present by observing routines throughout the day, growing plants, observing the passing of seasons and time and looking at photographs of their life and of others.

During the Autumn term the children look at photographs of themselves and each other as babies and compare what they can do now with what they could do then. We also familiarise themselves with lots of traditional nursery rhymes such as 'Jack and Jill'. We use these rhymes to encourage lots of discussions about how people's lives have changed. For example, in the nursery rhyme Jack and Jill, the children climb up the hill to fetch a pail of water; now children can use the tap in the kitchen. During the spring and summer, children observe the life cycle of frogs, butterflies, chicks and annual plants in the garden and describe and draw the changes over time. In addition, the children bring in items from home to talk about, such as old toys their grandparents played with when they were little.

At Glebe, in Reception we introduce key vocabulary associated with History. We listen to a broad selection of stories, non-fiction, rhymes and poems that foster their understanding of our culturally, socially, technologically and ecologically diverse world, which has changed over time.

By the end of Reception we want the children to be able to confidently:

- Talk about the lives of the people around them & their roles in society
- Know some similarities & differences between things in the past & now, drawing on their experiences & what has been read in class
- Understand the past through settings, characters & events encountered in books read in class & storytelling

History within KS1 and KS2

The children in KS1 start to build up their skills, confidence, knowledge and understanding of British History post 1066 through a range of different significant events and people including as the Wright brothers, the Great Fire of London and Mary Seacole. By the end of KS1 the children would have investigated through enquiry based lessons the relevant knowledge and skills to prepare them for their learning in KS2.

During their learning in KS2 the children will investigate a range of different enquiry based topics from different eras and around the world. KS2 begins in Year 3 with investigating the Stone Age to the Iron Age, Ancient Egyptians and a local study of Brighton.

This progresses further into Year 4 dovetailing the learning from the Stone Age / Celts to the Romans. The Anglo Saxons and Vikings dovetail in Year 5 where the children start to use more sources to interpret information. The Ancient civilisations of the Mayans are taught at the end of Year 5 and Ancient Greece in Year 6.

In year 6 Propaganda in WWII is investigated and then finally a thematic study of crime and punishment through the ages is taught. This acts as a consolidation topic as it draws from previous topics and themes. This will then confidently prepare the children for their learning in KS3. Throughout each topic and year children undertake regular RAP quizzes to help their residual memory of all previously taught time periods.

History modifications

Careful consideration has been given on how to modify work to enable access for all learners across the History curriculum, over the last few years of implementation. Each lesson has modification and challenge built within it for all pupils. These modifications could range from cloze procedures, visual representations, active involvement e.g. human timelines to writing frames and stickers including 'red herrings.'

In terms of challenge for the more able pupils there are opportunities for them to answer what if questions, present work in more challenging ways, analysing data to draw inferences, investigating conflicting sources and working with original source materials.

Assessment and Monitoring within History

In History the subject leader monitors the learning through book looks, pupil voice and lesson visits. The teachers use AFL sheets which are completed in each lesson to formatively assess the children's understanding. The children also have an opportunity within the 5th History lesson to record what they have learnt by recording their knowledge. Teachers can then use this information to fill out a History assessment tracker which is cross referenced to the main 5 key knowledge points within that unit of work. This shows the teachers who are above, well above and below. This data can then be analysed to look for trends, adjustments, support and challenge.

Extra opportunities within History

There are lots of opportunities throughout the teaching of History which make Glebe unique. These include visits from theatre companies linked to work on a number of different topics. Also many chances for offsite visits in immersive experiences and fieldwork opportunities for example Preston Manor and Brighton.