History Policy

Agreed by governing body: December 26
Review by governing body: December 28

1. **Curriculum Statement**

Intent

Topics are informed by the national curriculum and are sensitive to children's interests, as well as the context of the local area. The history curriculum at Edinburgh is carefully planned and structured to ensure that current learning is linked to previous learning and that the school's approaches are informed by current pedagogy. In line with the national curriculum, the curriculum at Edinburgh aims to ensure that all pupils:

- Gain a coherent knowledge and understanding of Britain's past and that of the wider world which helps to stimulate pupils' curiosity to know more about the past;

- Are encouraged to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement;

- Begin 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.

Implementation

History is taught in project units throughout the year, so that children achieve depth in their learning. The key knowledge and skills that children acquire and develop throughout each unit have been mapped to ensure progression between year groups throughout the school. *Each topic is introduced with reference to the chronology of previous topics (including those from previous years).* The KWL strategy (What I Know, What I would like to know and what I have learnt) is used to check existing knowledge at the beginning of each history topic and this process informs a programme of study that is responsive to children's interests. Key knowledge is reviewed by the children and rigorously checked and consolidated by the teacher. By the end of year 6, children will have a chronological understanding of British history from the Stone Age to the present day. They are able to draw comparisons and make connections between different time periods and their own lives. Interlinked with this are studies of world history, such as the ancient civilisations of Greece and the Egyptians.

Cross curricular outcomes in history are specifically planned for and these are indicated on the whole school curriculum overview. The school's own context is also considered, with opportunities for visits to places of historical interest and learning outside the classroom is also identified and embedded in practice. Visits to the local area and use of *local artefacts, such as the use of maps and photographs of bomb damage to the local area in WWII,* also support contextualised learning, as well as the acquisition of key knowledge and systematic development of key skills.

Planning is informed by and aligned with the National Curriculum. In addition, staff have access to Hamilton plans and resources and the Cornerstone Maestro however, teachers' lesson design is not limited by these schemes. The history curriculum is designed to ensure appropriate diversity in the significant figures that children learn about. Teachers cater for the varying needs of all learners, differentiating activities where necessary and as appropriate, and ensuring an appropriate level of challenge. Outcomes of work are regularly monitored to ensure that they reflect a sound understanding of the key identified knowledge.

The Early Years Foundation Stage (EYFS) follows the 'Development Matters in the EYFS' guidance which aims for all children in reception to have an 'Understanding of the World; people and communities, the world and technology' by the end of the academic year.

Impact

Outcomes in topic and literacy books evidence a broad and balanced history curriculum and demonstrate the children's acquisition of identified key knowledge. Emphasis is placed on analytical thinking and questioning and children demonstrate a coherent knowledge and understanding of Britain's past and that of the wider world, in addition to being curious to know more about the past. Through this study pupils ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. Through using Historic England (https://historicengland.org.uk), children are given opportunities to explore and learn about the history of their local area in relation to the topic they are covering for example, children visit the war memorial on Queens Road as a hook when studying the unit 'Britain at War' (WW1) in Year 6.

Our Black History Month project provides further relevant and contextual learning, engaging member of the community in children's learning and providing positive role models from the community for children to learn from.

2. Teaching and Learning

The history curriculum is mapped to ensure alignment with the national curriculum in both subject content and stated programmes of study. Key knowledge and skills have been informed by the stated programmes of study.

- *These are referred to at the start of each topic and teacher's link new learning to previous learning in line with the whole school knowledge and skills progression map*. As part of the introduction to each new history topic, teachers review what the children know already and identify what children would like to learn, to inform the programme of study so that it takes account of children's interests. A working wall will be used to support and celebrate learning, throughout each unit of work and this will also be used to support the acquisition of key knowledge and the accurate use of key vocabulary.

In each lesson, children are guided towards the learning intention through the use of success criteria. The learning objective (LO) and success criteria are shared at the beginning of the lesson and reviewed by children at the end. They are subsequently used by the teacher during the assessment and review work of children's work and

are used to identify individual target areas. Lessons begin with a recap of the last followed by a starter using knowledge organisers. Lessons are planned to enable children to acquire key knowledge alongside the development of key skills in history and outcomes of work will reflect this. Children will develop their enquiry skills and develop the ability to analyse, question and compare sources of evidence to form their own judgements about the past. The organisation and implementation of the history curriculum will help children to foster an enthusiasm and sense of curiosity about the past. Key knowledge is reviewed by the children and rigorously checked and consolidated by the teacher during plenaries where children apply their knowledge from the lesson into their scrapbooks.

Teaching and learning in history is supported by a wealth of resources, including access to the Cornerstone Maestro and The Hamilton scheme. Teachers are also advised to access expertise from Historic England to incorporate local history in topics where possible, as well as members of the school community with specialist skills and knowledge. Vestry House Museum (A history museum in Walthamstow, focusing on the heritage of the local area. The collection includes various artefacts dating from the Victorian Era to the 20th Century) & The Walthamstow Pumphouse Museum (A Victorian sewage-pumping station relating to the history of transport and industry in Walthamstow) provides access to museum-based workshops to enrich the history curriculum. *Learning outside the classroom is planned for and embedded in practice and this, as well as the key knowledge and skills, is progressive throughout the school.*

3. **Assessment**

Assessment for learning is continuous throughout the planning, teaching and learning cycle. Assessment is supported by use of the following strategies:

- Observing children at work, individually, in pairs, in a group and in class during whole class teaching

- Using differentiated, open-ended questions that require children to explain and unpick their understanding.

- Providing effective feedback within focus groups including interactive, questions where appropriate to engage children with their learning and to provide opportunities for self-assessment, consolidation, depth and target setting.

- Light marking with highlighters and next steps identifies misconceptions move children on Book moderation and monitoring of outcomes of work, to evaluate the range and balance of work and to ensure that tasks meet the needs of different learner (with the acquisition of the pre-identified key knowledge of each topic being evidenced through the outcomes).

- Use of the 'what I know already, what I want to know and what I have learnt' (KWL) strategy throughout a unit, alongside specific and measurable LOs for each Lesson.

- Children review the success criteria at the end of each lesson and self-assess using the traffic light system

- Report annually to parents on how well the pupil has achieved, what s/he does well and what is needed to bring further improvements.

4. Planning and Resources

Existing history resources are stored centrally in the Humanities Resource Area and are organised into topic themes, which are clearly labelled. These are kept in a central store, where there is a box of equipment for each unit of work. The library contains a good supply of history topic books to support children's individual research. *We also use the Vestry House Loan Box Scheme to hire artefacts to support specific units of study. Class teachers are encouraged to have a topic table for each of the history schemes of work where books and other artefacts are displayed and easily accessible for children,* alongside the history working wall. Teachers have identified the key knowledge that is being taught, as well as the skills that are being developed across each topic, and these are recorded on the 'History – Key Knowledge and Skills Progression Map' *which also states the key vocabulary for the unit, how the school's context has been considered within the programme of study and the explicit links to the National Curriculum*. Cross curricular links are also identified and stated explicitly in planning and will be evidenced through outcomes of work.

5. EYFS

Early years explore historical themes in line with the EYFS framework. The key knowledge and skills in reception provide the foundation to those identified in phase 1 and specifically Y1. Children are assessed according to the Development Matters Attainment targets.

6. KS1 and KS2

During Key Stage 1, children begin to develop an awareness of the past, using common words and phrases relating to the passing of time. They start to 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. They demonstrate a growing confidence and accuracy when using commonplace historical vocabulary. Through literacy and drama, children become able to ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. Children start to use, and

begin to evaluate, some of the ways in which we find out about the past and identify different ways in which it is represented.

Children are taught to identify **changes within living memory**, by examining how toys, books and other objects are similar or different to items they use today and what this reveals about changes in national life. As part of this study, children will visit Vestry House Museum, a history museum in Walthamstow, focusing on the heritage of the local area. Children also **investigate events beyond living memory**, to develop a growing sense of chronology and awareness of time and changes over time. As part of this focus children will study the Moon Landing (Moon Zoom) and the Great Fire of London.

Children will also study the lives of **significant individuals** in the past who have contributed to national and international achievements; the specific individuals studied will link to and support cross curricular work. In Y1, the key individuals will relate to the moon landing and subsequent space travel. In Y2, as well as focused studies on Mary Seacole and Florence Nightingale, children will learn about the English and British monarchy from AD 871 to the present, including individuals such as Alfred the Great, William the Conqueror, Queen Victoria & Henry VIII. Children will return to learning more about Henry VIII in year 5.

Throughout Key Stage 2, pupils continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. This sense of understanding of chronology will be referred to throughout this Key Stage so that children become secure in their understanding of important historical events and eras, trends over time and develop the appropriate use of historical terms. Children will regularly address and be encouraged to devise historically-valid questions about change, cause, similarity and difference, and significance. Children will learn to select, organise, review and present relevant historical information. Children will begin to understand how our knowledge of the past is constructed from a range of sources and that sources need to be carefully evaluated. Progression, through this Key stage, will allow pupils to understand both the long arc of development and the complexity of specific aspects of the content.

During this Key Stage, children are learning about the changes that happened

in Britain from the Stone Age, through the Bronze Age to the Iron Age. They will also learn about the Roman Empire and its impact on Britain; both in the short term and to the present day. This study will be followed by an investigation of Britain's settlement by the Anglo-Saxons and Scots culminating in a study of the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor. *Each period of history that the children study will be added to a timeline in the children's personal 'scrapbook'. The children will take their scrapbooks with them from KS1 to the end of KS2. This is designed to support children's understanding of chronology and help them retain the information they have learnt.*

We will study the impact of World War I & World War II on the local community, showing how several aspects of national history are reflected in the locality. Children will also explore the theme of Monarchs then and now, examining the changing power of monarchs over time.

In addition to this focus on British history, we will study the achievements of the earliest civilizations, giving children an overview of where and when they first appeared and also the opportunity to study in depth early civilizations including The Romans and Ancient Egypt. Once again, specific in-depth studies have been selected to enable and ensure effective and enriching cross curriculum links.

Children's study of ancient civilisations will be extended by investigation of Ancient Greece, where children will study Greek life, the major achievements of this society and its influence on the western world.

7. Equal Opportunities

At Edinburgh, we are committed to providing a teaching environment which ensures all children are provided with the same learning opportunities regardless of social class, gender, culture, race, special educational need or disability. Teachers use a range of strategies to ensure inclusion and also to maintain a positive ethos where children demonstrate positive attitudes towards others.
Support for specific individuals is well considered and planned for, with consideration given to how greater depth and further challenge can be provided for and demonstrated by children who require further challenge.

8. Inclusion

All pupils are entitled to access the history curriculum at a level appropriate to their needs. To ensure inclusion, teachers use a range of strategies in line with the school's inclusion planning key. Independent tasks, as well as teaching, are also well-adapted to ensure full accessibility; these are designed and selected to provide appropriate challenge to different groups of learners. The school makes full use of additional adults who are deployed effectively to ensure that identified individuals and specific groups of children are able to make progress according to their full potential. The wide and varied range of learning experiences, including access to paces of historical significance in the immediate and wider locality, as well as bespoke workshops, ensures a broad, balanced and enjoyable history curriculum that considers all learners.

9. Role of the Subject Leader

The coordinator's responsibilities are:

- To ensure a high profile of the subject
- To ensure a full range of relevant and effective resources are available to enhance and support learning.
- To model the teaching and learning of history via co-planning & team teaching.
- To ensure progression of the key knowledge and skills identified within each unit and that these are integral to the programme of study and secure at the

end of each age phase.

- To monitor books and ensure that the key knowledge and, where applicable, key skills, are evidenced in outcomes (alongside and as supported by SLT).
- To monitor planning and oversee the teaching of history.

To lead further improvement in (and development of) the subject, as informed by an effective overview of the subject.

To ensure that the history curriculum has a positive effect on all pupils, including those who are disadvantaged or have low attainment.

- To ensure that the history curriculum takes account of the school's context, promotes children's pride in the local area and provides access to positive role models from the local area to enhance the history curriculum.
- To ensure that approaches are informed by and in line with current identified good practices and pedagogy and to attend regular opportunities for CPD, including borough forums.

To establish and maintain existing links with external agencies and individuals with specialist expertise to enrich teaching and learning in history.

- To lead a whole school bi-annual Heritage project.

10. **Parents (Including Homework)**

The involvement of families and the wider community to help support the teaching of history is widely encouraged. Enquiries from Parents and members of the school community with specialist expertise and knowledge in relation to supporting the history curriculum are warmly welcomed. The school will actively seek to establish collaboration with parents and carers who are able to support the teaching of history at Edinburgh. The support that Parents and carers provide in supporting their children at home with topic-based homework is also recognised and valued. History homework tasks are well communicated and have a clear purpose, often providing children with the means to research and explore a topic to support their classroom work.