



Dallimore Primary & Nursery School

History Policy

Introduction

History is a journey into the past, an exploration of developments from the beginning of time to the modern age. It concerns changes, and how those changes shape our present and influence the future. It is about guiding children towards becoming active enquirers and not just the communication of facts.

This policy outlines the learning, teaching, organisation and management of history at Dallimore Primary and Nursery School.

The implementation of this policy is the responsibility of all teaching staff. The responsibility for monitoring and review rests with the History Co-ordinator.

Intent

Through history, we inspire children to become inquisitive learners in terms of finding out more about the past and how it has shaped our lives. We nurture an enthusiasm for exploring the past and instil curiosity for acquiring historical knowledge. We aim to provide a high-quality curriculum which will help pupils gain a coherent knowledge and understanding of Britain's past and that of the wider world. Our teaching approach trains pupils to ask perceptive questions, think critically, weigh evidence and sift arguments. Our history programmes help 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.

Implementation

At Dallimore we provide a knowledge-based curriculum. History is taught in termly blocks throughout the year, so that our historians develop a deeper understanding and depth to their learning. We strive to create a change in the long-term memory by weaving regular retrieval practice into our lessons. The lesson structure in history accounts for learning being defined as a change in the long-term memory. Lessons are designed to ensure that our children learn and remember more. When new knowledge is introduced, children have the opportunity to rehearse, repeat and respond to this. Knowledge is further deepened through children's responses to basic, advancing and deep learning tasks. These are selected from the cognitive domains. Additionally, deep retrieval tasks are embedded into our curriculum every three weeks to ensure opportunities for an even deeper understanding of the subject.

At the start of each history lesson, there is a planned vocabulary check. Teachers share tier 2 and 3 vocabulary that children will use/be expected to understand during the lesson. This vocabulary is taken from the unit knowledge organisers that are issued at the start of a new unit.

Additionally, we ensure that 'sticky knowledge' is embedded by strategically implementing a 'Make it stick' section to each of our lessons, as well as quick quizzes throughout lessons to check for understanding. We regularly carry out a 'Flashback Friday' retrieval exercise, in which children revisit knowledge taught in previous units of history to ensure that key knowledge is retained. Teachers understand the need to have a clear knowledge-based curriculum and consideration has been given to ensure progression throughout each year group across the school, with the creation of Composite and Component documents. By the end of year 6, children will be secure in drawing comparisons and making connections between different time periods and their own lives. They will also have a good sense of chronological understanding of British history and that of the wider world.

Impact

Through our curriculum, pupils will learn to think critically, ask perceptive questions and evaluate evidence. High quality first teaching of history will take place and we will see the impact of the subject in different ways. Through pupil voice, children will be able to talk about the essential knowledge and skills they have acquired. Children will be engaged in history lessons and want to find out more. Work will show that a range of topics are being covered that develop children's schemas around key knowledge categories.

The school environment will be history rich through displays, resources, vocabulary etc. As historians, children will learn lessons from history to influence the decisions they make in their lives in the future.

Assessments and monitoring will show standards in History will be high and will match standards in other subject areas. At the end of each lesson teachers will measure the knowledge that has been learned, enabling us to identify and address gaps in learning. In order to ensure our aims have been met, we scrutinise through:

- Assessing children's understanding of a topic before and after the unit is taught.
- Interviewing the pupils about their learning (pupil voice).
- Moderation where pupil's books are scrutinised and there is the opportunity for a dialogue between teachers to understand their class's work.
- Sharing good practice in staff meetings.
- Marking of written work in books against the schools marking policy.

Differentiation

We recognise and acknowledge our responsibility to provide a broad balanced curriculum for all pupils. We aim to encourage all children to reach their full potential through the provision of varied opportunities. We recognise that our planning must allow pupils to gain a progressively deeper understanding and competency as they move through our school.

Entitlement and Equal Opportunities

In line with our *Equal Opportunities Policy* we are committed to providing a teaching environment conducive to learning. All pupils are entitled to access the history curriculum at a level appropriate to their needs arising from race, gender, ability or disability, religion, social background and culture.

Organisation of history within the curriculum

Learning is organised in a two-year cycle and within phases (EYFS, Y1/2, Y3/4, Y5/6). History is taught in blocks throughout the year, so that children achieve depth in their learning.

Strategies for the teaching of history

Learning and teaching in history is in line with the school's *Teaching and Learning Policy*.

The history curriculum at Dallimore Primary and Nursery School is designed to provide children with learning opportunities that reflect the breadth and balance of contexts outlined in the National Curriculum (2014). As a school we maintain strong links to the National Curriculum guidelines and use the programmes of study to inform our planning to ensure that all aspects, knowledge and skills of history are being taught across the year groups. We aim to engage children in learning opportunities that ensure they know, can apply and understand the subject content outlined by the end of each Key Stage.

As an integral part of the teaching and learning of history, children will be given the opportunity to undertake purposeful fieldwork, communicating their findings in a variety of ways. Wherever possible, the emphasis in our teaching will be on giving first hand experiences.

The Early Years Foundation Stage

In the early years, in accordance with the Development Matters document, history is taught through Understanding the World - Past and Present. We encourage the development of skills, knowledge and understanding that help reception children make sense of their world as an integral part of the school's work. Pupils are given the opportunity to understand the concept of simple time and changes which will develop their chronological skills. They talk about the lives of the people around them and their roles in society. There are opportunities to know some similarities and differences in the past and now, drawing on their experiences and what has been read in class. They have the opportunity to understand the past through books read in class and storytelling.

Key Stage 1

Pupils will develop an awareness of the past, using common words and phrases related to the passing of time. They will have the opportunity to use a range of materials and resources to enhance their learning and development within history. 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. They will use a wide vocabulary of everyday historical

terms. They should answer questions, choosing and using parts of a 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.

Key Stage 2

In Key Stage 2 pupils will continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods of time that they study. Children will have the opportunity to use a range of materials and resources to enhance their learning. They will note connections, contrasts and trends over time, enabling them to develop the appropriate use of historical terms. They will have opportunities to address and devise historically valid questions about change, cause, similarity and difference and significance. They will learn how our knowledge of the past is constructed from a range of sources and that different versions of the past may exist, giving some reasons for this.

Assessment

Assessment is used to help pupils make progress in their learning. It takes place during lessons and is judged against the learning objective. Opportunities are planned in for children to recap and assess their own learning, as well as that of their peers in later years. We regularly evaluate lessons and assess in an informal way in order to plan work for individual progress and to inform the future planning. In addition, the acquisition of knowledge is measured regularly during 'Flashback Friday' sessions. We gain a view of children's performance within a lesson based on their response to basic, advancing and deep tasks.

More formal assessments are carried out at the end of each unit, using planned assessment tasks, to ensure that key objectives are met and that planning for the next steps is informed. These assessment tasks focus on the key sticky knowledge and the knowledge organisers. These assessments provide accurate information of a child's attainment and progress for the teacher and the next teacher. Parent's are made aware of their child's progress through parent's evening appointments and the annual written report.

Health and Safety

This policy should be read alongside our *Health and Safety Policy*. Consideration needs to be given to conducting appropriate Risk Assessments and ensuring the safeguarding of children and staff when planning and carrying out fieldwork activities and visits outside of school.

Monitoring and Evaluation

The teaching and learning of history will be monitored through the analysis of medium-term planning, pupil voice interviews, analysis of assessment data, scrutiny of work samples and lesson observations, in line with the School Development Plan.

Issue Date: March 2025

Review Date: March 2027