



Policy for History

Reviewed and Updated: September 2024

Date for Review: September 2027



This policy should be read in conjunction with the following school policies:

- Assessment Policy
- Marking and Feedback Policy
- Equalities Policy
- SEND Policy
- Homework Policy

What History looks like at Much Marcle C of E Primary School.

As with all of our subjects, within the history curriculum our drivers are at the heart of everything we do. Through our history lessons we promote:

Our Curriculum Drivers			
Perseverance	Confident Communicators	World Citizens	Healthy Body, Healthy Mind
Our curriculum drivers are integral to our curriculum. Our drivers ensure that pupils develop necessary qualities to succeed in all areas, ready for their next step in education and life.			

At Much Marcle, we believe that 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. Teaching should equip pupils to ask perceptive questions, think critically, weigh evidence, sift 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.

Intent – What are we trying to achieve?

A history curriculum which develops learning and results in the acquisition of substantive knowledge and disciplinary knowledge enabling children to enquire, research and analyse in history; preparing children for KS3.

Our intent for history education is to ignite a lifelong curiosity about the past and its impact on society. We aim to foster critical thinking, creativity and resilience in our learners, enabling them to ask questions, hypothesize and draw conclusions based on evidence. We endeavor to create a coherent and ambitious curriculum that reflects the diversity of our heritage, linking local, national and global histories.

What does History look like at Much Marcle?

- Children will be encouraged to become curious learners through research, exploration and raising questions about events in the past.



- A variety of approaches to teaching history – children will be encouraged to undertake independent, partner and group work.
- Children will be taught using key historical substantive concepts (what we are learning) to enable them to hypothesize, draw conclusions, link and find differences through periods of time as they progress through the school.

By the end of EYFS pupils will have a secure foundation about the world around them including the concept of past and present. They will have had opportunities to learn about the world around them through observation, investigation and play.

By the end of KS1 pupils will develop an 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.

They 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.

By the end of KS2 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 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.

They should construct informed responses that involve thoughtful selection and organization of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources.

- Children think, reflect, debate and evaluate the past, asking questions which they have created;
- Children undertake high quality research using a variety of sources, including the Internet, books and articles;
- Children become critical and independent thinkers;
- Children develop an interest in the past, and develop an understanding that enables them to enjoy all that history has to offer;
- Children know about significant events in British history, and to appreciate how things have changed over time;
- Children develop a sense of chronology with some knowledge and understanding of historical development in the wider world;
- To help children understand society and their place within it, so that they develop a sense of their cultural heritage;
- Children develop the skills of enquiry, investigation, analysis, evaluation and presentation.



Implementation – How is our vision translated into practice?

Our History Curriculum is based upon the principles of knowing more and remembering more. We strive to ensure all pupils are developing schemas to ensure they can all access the History curriculum and succeed.

- EYFS: follows a one year rolling programme with a tiered vocabulary system to ensure progression across the age groups.
- KS1 and 2 follow a two-year rolling programme to ensure coverage, coherence and progression.
- Our curriculum is designed so that throughout a children's time at Much Marcle they will access all 8 substantive concepts and have a developing schema of all key concepts.
- Children will be equipped with the disciplinary knowledge so that they can access and understand how historians learn about the past in readiness for History at KS3. These include continuity and change, chronology and historical significance.
- We engage pupils through story-telling, role-play, field trips and the use of sources.
- Early literacy skills are prioritized through using high quality texts and rich vocabulary.

How do we support our pupils?

- We use assessment to identify any child who requires additional support. Use pre-teaches and careful scaffolding to provide additional support.
- We use the same 8 substantive concepts across the school to ensure that everyone has a developing schema.
- Children have knowledge organizers in their books and parents are informed of topic content through the newsletter allowing for parental/school involvement,

EYFS

History is taught in Nursery and Reception as an integral part of topic work through child-initiated and adult led activities in the EYFS 'Understanding of the World' section of the EYFS goals. The children are given opportunity to find out about the past and present events in their own lives, and those of their families and other people they know. In the Foundation stage history makes significant contribution to developing a child's understanding of the world through activities such as looking at pictures or discovering the meaning of old and new in relation to their own lives.

Lesson Planning

History at Much Marcle is taught in blocks throughout the year, so that children can achieve depth in their learning. Teachers have identified the key knowledge and skills of each blocked topic and these are mapped across the school, ensuring that knowledge builds progressively and that children develop skills systematically.

Existing knowledge is checked at the beginning of each topic. This ensures that teaching is informed by the children's starting points and that it takes account of pupil voice, incorporating children's interests. Tasks are selected and designed to provide appropriate challenges to all learners, in line with the school's commitment to inclusion. At the end of



each topic, key knowledge is reviewed by the children and rigorously checked by the teacher and consolidated as necessary. The History provision is also well resourced and specific resources are mapped to topics to support effective teaching and learning. The local area is fully utilised to achieve the desired outcomes, with extensive opportunities for learning outside the classroom embedded in practice.

Classrooms

All classrooms have a topic working wall (History and Geography). This displays the unit theme, the historical vocabulary (which is updated and referred to during the lesson), the common, corrected Marvellous Mistakes that have been made by the children (See Marvellous Mistakes in Lesson Structure).

Lesson Structure

Each lesson will follow a specific structure

- Elicitation task (Only at the beginning of a unit)
- Flashback 4
- Teacher input – (using a range of resources from agreed schemes)
- Independent application
- Plenary

Teaching Strategies

- Ping Pong method
- My Turn Your Turn
- Reasoning embedded throughout
- All children work towards same learning objective with differing levels of support
- Learning partners
- Stem sentences

Elicitation tasks - At the beginning of a unit of work, the children complete an elicitation task. This provides the teacher with evidence of each child's understanding at the start of a sequence, indicating gaps and misconceptions. The teacher or TA may scribe for those not yet able to record their thinking.

Ping Pong – The teacher orchestrates a continuous back and forth dialogue with the children using questions, shorts task, explanations, demonstrations and discussions. This enables the teacher to vary the pace and the direction of the lesson if necessary and to continuously monitor the progress of the class.

Differentiation – Children are taught as a whole class and each child is given access to the same lesson content. Appropriate support is available for any child who might need it and there are opportunities to deepen learning through the provision of more challenging activities. No assumptions are made before the lesson about which children might need more support nor which ones will likely move on to the more difficult tasks.

Conceptual variation - Children are presented with carefully chosen examples and non-examples. Children are given time to think and discuss with their classmates and the teacher



supports the class to listen to each other's ideas, to agree and disagree and to improve until we reach a consensus.

Questions - Teachers use questioning throughout every lesson to check understanding and to challenge thinking. A variety of questions are used such as:

Explain how you know? Why is that correct? Why is that incorrect? Can you prove it? Are you sure? What's the same/different about? Can you explain that? What does your partner think? What do you notice? Where have you seen this before? What do you already know about this?

Children are expected to listen to each other's responses and may be asked to explain someone else's ideas in their own words, or if they agree/disagree etc. All responses are collected by the teacher and recorded on the board. Children are then given time to self-correct, notice mistakes and prove that their response was correct, before the correct answer is agreed upon. Children are also encouraged to ask their own questions

Stem Sentences and Historical Vocabulary- Generic Stem sentence starters are displayed around the interactive whiteboard to encourage responses to be in full sentences. Topic specific Stem sentences are displayed on the Working Wall. All Stem sentences are modelled by teachers and are used by the children to help make sense of the structure.

Marvellous Mistakes (MM) - The children are encouraged to experiment with history. As part of this, taking risks is encouraged and therefore mistakes are inevitable. MMs are celebrated and the children are encouraged to identify why the mistake was made, how they can learn from it and what they can do to overcome it. Some MMs are shared with groups or the whole class as a learning point for all children. Common MMs are recorded on the topic working wall. You may see MM written next to an incorrect answer in a child's book and the child will be expected to correct the mistake as well as explaining what they did wrong.

Marking – Marking in history follows the schools marking policy.

Assessment - Throughout the school, teachers will assess whether children are working at/above or below the expected level for their age based on their understanding and application of the content of the National Curriculum 2014. Teachers will use the statements on ScholarPack to record and support them to make an overall judgement of children's scientific ability. Progress and attainment is reported to parents through parents' evenings and end of year reports.

SEND pupils – may be supported by additional adults, different resources or differentiated activities. They may also complete additional activities outside of the history lesson. NB: We do not label our children. We have high expectations of all children and strongly believe that all children are equally able to learn. Some may take longer to grasp concepts and may need careful scaffolding or extra time/support (guided groups, same day catch-up, additional homework, pre-teaching, intervention groups etc), but when concepts are presented in the right way all children can learn.

Challenge – Within each mixed age class, the same objective and activity is taught to all children. Higher ability and higher age group children are challenged using effective



questioning (this could be written or verbal), by providing support to their learning partner and through extension questions that deepen their understanding.

Impact – What is the impact of our curriculum?

Our pupils demonstrate a high level of enthusiasm for history characterized by their willingness to participate actively in lessons and their pursuit of historic knowledge beyond the classroom.

Pupils have a richer vocabulary which will enable them to articulate their understanding of taught concepts.

- Children are happy learners who talk enthusiastically about their learning and eager to further their progress in history
- More consistent teaching practices that are well-known to be more effective for pupil progress long term, evident across school
- Cross-school moderation highlights the high level of challenge for all ability groups
- Teacher assessment of the depth of learning is also increasingly accurate.
- Children use a range of sources such as people, the local environment, sites, photographs, portraits, artefacts, written materials, ICT based materials, data, TV / video extracts
- Children can present their knowledge and understanding in a variety of ways such as through drama, art, models, various writing styles / genre, collage, timelines, sketches, maps
- As the children grow in confidence, they begin to pose and investigate their own questions about the past.

Role of the Subject Leader

1. Ensure teachers understand the requirements of the National Curriculum and support them with lesson planning ideas.
2. Lead by example by setting high standards in their own teaching.
3. Lead and signposts CPD opportunities.
4. Lead the whole school monitoring and evaluation of teaching and learning in mathematics by observing lessons, modelling lessons, analysing data, conducting book scrutiny and engaging in pupil conferencing.
5. Take responsibility for managing own professional development by participating in external training, private study, engagement in educational research and reading.
6. Keep parents/carers informed about historical issues.
7. Keep the school policy for history under regular review.
8. To work closely with the Headteacher / SLT to further develop and monitor the developments in teaching history.

Monitoring and Evaluation Monitoring and evaluation will be carried out by:

- Headteacher



- History Subject Leader
- External advisors
- Colleagues from other schools

The monitoring of progress is against age related expectations so that pupils falling behind or exceeding targets are swiftly identified and intervention is then provided.

Classroom Observations

The Headteacher, History Subject Leader and colleagues are responsible for classroom observations and feedback to teachers, to provide professional development and develop further outstanding teaching and learning.

CPD and Staff Development

Professional discussion regularly takes place within staff meetings on the teaching of history. The History Subject Leader will discuss with cluster school about potential CPD and enrichment activities to further the staffs understanding of historical topics.