



# **HISTORY**

## **POLICY**



## History Policy

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Written by	Rob Jinkerson
Chair's Name	Leeann Goddard
Chair's Signature	

## Curriculum Intent

At Rodings Primary School we strive to provide an excellence led and enriching experience for our children in a safe and stimulating environment. We have a skilled workforce and a high performing culture, which provides the right support at the right time for all children and staff. We work hard on outside engagement to develop strong relationships with our parents and community

We do this through:

A COMMITMENT TO ACADEMIC EXCELLENCE

A PASSION FOR CREATIVITY

NURTURING SOCIAL INTELLIGENCE

WORKING WITH AND WITHIN OUR COMMUNITY

Rodings Primary School is committed to providing a place of academic excellence, where children's academic success is developed through a broad and deep curriculum.

We have a passion for the creative arts and aim to provide inspirational opportunities and experiences for our children. Through strong partnerships we show our commitment to developing creative individuals.

We want all our children to be happy whilst with us. We nurture social intelligence through developing a toolkit to look after our own and each other's wellbeing. We give children responsibilities, freedoms, a voice and an opportunity to lead, whilst celebrating everything that makes us special

Our school sits in the heart of our community, and we are committed to learning about our local area, through our curriculum. We work alongside parents as a partnership. We are committed to developing meaningful links with organisations and individuals in our area.

## History at Rodings

History is a highly-valued subject at Rodings Primary School, being the basis for our Spring "Discover" term. Our school is situated in an area rich in history with strong Anglo-Saxon and Norman heritage as well as many WW2 airfields in the immediate vicinity and, as a result, our aim is for children to have a deep understanding of Britain's past, recognising its chronology and seeing where periods of world history coincide. Through engaging and varied history units, following the National Curriculum, children are inspired to learn about the past.

Enquiry is a central skill of our history curriculum and children are encouraged to learn about their period of study through careful questioning and evaluation of historical sources; as much as possible, we aim for children to draw their own informed conclusions which are supported by a strong subject knowledge. We use high-quality history resources including well-resourced planning which is supplemented by an extensive selection of hands-on artefacts which match our topics.

Our history curriculum and enquiry-lead approach provides children with transferable skills which can be used across other subjects as well as in wider elements of life outside school. With a strong understanding of our place in history, children's citizenship is developed as well as their wider understanding of the world.

Placing a strong emphasis on history, we ensure that we assess this subject in depth to track pupil's progress through low-stakes quizzing, end-of-unit assessments and through teacher-judgement from work seen in lessons.

Wherever possible, we enrich our history curriculum with additional experiences including visits to museums or significant locations, in-school visitors as well as other opportunities such as Now Press Play (dramatised walkthrough stories).

### National Curriculum

At Rodings Primary School, we follow the National Curriculum for both Key Stage 1 and Key Stage 2. Follow the link to read this information: [primary national curriculum - history.pdf](#)

### Curriculum Content for History

#### Key Stage 1

In Key Stage 1, the history curriculum is taught through four topics which are taught in the Spring term, with each year group covering two topics. These are organised so each year group has one chronological topic (studying a certain period of time) and one thematic topic (a theme across different time periods). These are:

Year 1: Toys and Technology, The Great Fire of London

Year 2: Florence Nightingale/Mary Seacole, Castles

We teach a predominantly skills based curriculum through the subject content as we believe that it is vital that children learn how to work with and interpret history, rather than simply know about isolated areas of study- enquiry based learning is at the heart of this. In Key Stage 1 we have five strands which are covered:

- Chronology
- Characteristic Features
- Interpretations
- Cause and Consequence
- Enquiry

#### Key Stage 2

In Key Stage 2, the history curriculum is taught through eight topics which are taught in the Spring term, with each year group covering two topics. These are organised so that a general chronology is maintained across the key stage, allowing links to be made across fields of study.

Year 3: The Stone Age, Ancient Egypt

Year 4: Ancient Greece, Roman Britain

Year 5: Anglo Saxons and Vikings, Early Islamic Civilisation

## Year 6: The Home Front, Crime and Punishment

We teach a predominantly skills based curriculum through the subject content as we believe that it is vital that children learn how to work with and interpret history, rather than simply know about isolated areas of study- enquiry based learning is at the heart of this. In Key Stage 1 we have five strands which are covered:

- Change and Continuity
- Characteristic Features
- Interpretations
- Cause and Consequence
- Enquiry

At Rodings Primary School, we have a large collection of resources to enrich our history teaching including topic-linked literature as well as a hands-on artefact boxes to support the teaching in almost all topics. These resources are supplemented through loans and visitors where possible/appropriate.

### Feedback

In order for feedback to have the highest impact on learners, we have investigated effective strategies. They can be categorised into:

1. Immediate: The feedback is given within the lesson, during the learning.
2. Summary: The feedback is given at the end of a session or unit, for example in a plenary
3. Review: The feedback is given as a result of a review after the lesson. This will usually be at the beginning of the next lesson.

Our Feedback Policy contains a list of effective feedback strategies that are used at Rodings Primary School. The list consists of best practice from across the UK. Teachers are trusted to use a range of these strategies and to match the strategy to the needs of the class or individual pupil.

In history, the vast majority of the feedback given would be immediate and in the moment as the teacher engages with the children's enquiry. Posing questions to help the children support or challenge their enquiries allows for development of skills and knowledge.

### Assessment

An array of assessment techniques are used at Rodings to establish the attainment, achievement and progress of children that attend the school. These assessments are used to clarify the teachers thoughts and observations about the children they teach and to make a judgement on the child's termly and end of year outcomes.

The assessments used in Rodings Primary School are designed to give teachers the most accurate information possible but without adding significant workload onto the school staff.

An assessment cycle is in place and is designed so that information is collected efficiently and to avoid any overlap or repeated recording of the same information.

In history, teachers make assessment judgements using three approaches: low-stakes, informal quizzes; end-of-unit assessment tasks; teacher judgements based on lesson and book work.

Assessments should also be used to celebrate success however big or small, furthermore, assessments should not put unfair or undue stress or pressure onto a child.

### Disadvantaged provision/considerations

Teachers are aware of the individuals in their class who are disadvantaged and will offer support where appropriate to ensure that they are able to achieve in line with their peers.

### SEND/Inclusion provision

At Rodings, we believe that all children have an equal right to a full and rounded education which enables them to achieve their full potential. We use our best efforts to secure special educational provision for pupils for whom this is required, that is 'additional to and different from' that provided within the differentiated curriculum to better respond to the four broad areas of need, as identified in the SEND Code of Practice (2015). These are: Cognition and Learning, Communication and Interaction, Social, Emotional and Mental Health and Sensory and/or Physical

High Quality Teaching that is differentiated and personalised will meet the individual needs of the majority of children and young people. Some children and young people need educational provision that is 'additional to or different' from this, *this* is a special educational provision.

Whilst we recognise that being able to convey one's ideas in writing is a vital life-skill, we also know that writing can be a barrier to children, for any number of reasons. Therefore, we strive to find alternative ways in which children can work with and demonstrate their historical knowledge which does not rely on extensive written pieces.

### More Able provision

At Rodings Primary School we believe in providing the best possible provision for pupils of all abilities. Children deserve an education that challenges and motivates them to achieve their full potential and become independent learners. We plan our teaching and learning so that each child can aspire to the highest level of personal achievement. The skills progressions increase in complexity across the year group and it would therefore be expected that a child who is identified as more able would be engaging with all of those statements. Generally speaking, a teacher will challenge their more able pupils to make increasingly complex links across areas of study through more challenging interpretations.