

# History Subject Policy

Milton Road Primary School



**Where Learning is an Adventure**

## INTENT

***“We want our children to be happy and healthy today, fulfilled in the future and able to make their world an even better place.”***

This policy outlines the teaching, organisation and management of History taught and learnt at Milton Road Primary School.

The intention of this policy is:

- To establish an entitlement for all pupils.
- To establish expectations for teachers of this subject.
- To promote continuity and coherence across the school.

Our approach to History teaching reflects our school’s Cambridge Connected Curriculum while also embodying our school's CREW values: Courage, Responsibility, Excellence, and Wisdom.

The aim of history teaching at Milton Road is

- To stimulate the children’s interest and understanding about the life of people who lived in the past.
- To understand that history is the narrative of the past and by learning about the past, they can better understand the world they live in today and make informed decisions that will shape the future
- To be happy today, fulfilled in the future and able to make their world a brighter place.
- To being able to ask critical questions that enable them to have a better understanding of the society in which they live and that of the wider world.
- Through studies of different cultures and historical perspectives, Milton Road children will be more able to show respect, tolerance and empathy.
- Have a good chronological understanding and good substantial knowledge of the areas of history they have studied.
- To be able to articulate how one time period links to and often influences another.
- To move beyond the idea of history as ‘information’ and in to an understanding that history is ideas, sources, evidence and interpretation.
- To understand that our past is constructed from a range of sources and they will be able to determine the validity of these sources and use them to interpret the past.
- To have an understanding of abstract concepts and give examples of events in the past that demonstrate these (e.g. empire, democracy, nation, authority).
- To be equipped with historical skills and knowledge that will enable them to be ready for the curriculum at Key Stage 3 and for life in the wider world.

## IMPLEMENTATION

At Milton Road Primary School, the children will deepen and build on their previous knowledge. Each unit is underpinned by a knowledge organiser that ensures curriculum content is rich in substantive knowledge and ambitious vocabulary, whilst also ensuring children are developing their conceptual knowledge, such as ‘democracy’ or ‘empire’. Alongside historical knowledge, the children at Milton Road Primary School learn historical skills. As the children progress through the school, they will develop their enquiry, interpretation and communication skills.

We use the National Curriculum scheme of work as the basis for our planning in history, but we have adapted this to our local context. Our curriculum is mapped to enable children to develop an awareness of the past, using common words and phrases relating to the passing of time, progressing through the curriculum from local, to national and international history.

## **Through the Key Stages**

The EYFS curriculum at Milton Road has been designed using the 7 educational programmes identified within the EYFS Statutory Framework. The progression of knowledge and skills are delivered through a combination of adult directed learning during whole class inputs, enhancements, challenges and activities as well as child initiated through access to an ever evolving provision. History promotes learning and development in Communication and Language and Understanding the World. Children talk about past and present events in their own lives and in the lives of family members. They look at significant individuals within transitions which occur e.g The Year one teachers as well as significant individuals in relation to sustainability, activism and caring for our planet through cross-curricular links with English and Geography. They are encouraged to understand that other children don't always enjoy the same things, and are sensitive to this. They explore similarities and differences between themselves and others, and among families, communities and traditions.

In Key Stage 1, the children will start by learning about chronology through events from their own past and their families past. They will then learn about people and events from their locality. As they progress through the key stage, they will demonstrate a growing confidence and accuracy when using historical vocabulary, such as 'evidence', 'explorer' and 'artefact'.

In Key Stage 2, children will continue to develop a chronologically secure knowledge and understanding of local, British and world history, establishing clear narratives within and across the periods they study, begin to identify trends over time and develop the appropriate use of historical terms such as 'ancient' and 'civilisation'. The explicit mapping and rigorous teaching of vocabulary ensures that children can gain and deploy a historically grounded understanding of abstract terms such as 'empire' and 'parliament'. We ensure that children

- Learn about change and continuity in their own area, in Britain and in other parts of the world;
- Look at history in a variety of ways, e.g. from political, economic, religious or technological perspectives;
- Use different sources of information to help them investigate the past
- Learn that the past can be represented and interpreted in different ways

Though their time at Milton Road, the children will develop a strong overall narrative of the taught curriculum. They will also develop an internal narrative of different lives, periods and events they have studied. At Milton Road, we understand that "The brain privileges story." (D. Willingham) so when we are studying history, we ensure children understand that history is the story of the past.

## **How We Plan and Teach History**

Our approach to History teaching reflects our school's Cambridge Connected Curriculum while also embodying our school's CREW values: Courage, Responsibility, Excellence, and Wisdom.

A history unit is taught in each year group every term. Through an enquiry led approach, teachers carefully plan a sequence of lessons across a unit that will build on and develop the children's substantive knowledge, understanding of historical disciplinary concepts and skills. The unit enquiry questions are challenging; incremental development of knowledge and conceptual understanding builds towards answering these each term. Each lesson, the children will be encouraged to ask themselves 'What am I learning today that will help me answer the half term's enquiry question?'

## **Disciplinary Concepts**

The children will meet a variety of disciplinary concepts as they journey through the history curriculum. As the children revisit disciplinary concepts, they will be encouraged to reflect back on where they have met these concepts in their previous learning and make links to their current learning.

These concepts include:

- *Chronology*: how the past fits together through time, looking at scale, duration and concurrence
- *Continuity and change* (or similarities and differences): the changes that were made over time or things that stayed the same like housing, society or beliefs
- *Cause and effect*: understanding what caused certain events to happen and the impact that they had - knowing that events might have had more than one cause and/or effect
- *Significance and interpretation*: understanding the significance of certain periods, people and events and why they were significant; interpretation is how we view these things and what causes us to view them that way - what evidence do we have of it?

Each unit is carefully mapped to ensure coverage and progression across these disciplinary concepts, allowing children to build layered, transferable understanding year by year.

### **Historical Skills**

Each year, the children will become increasingly competent at:

- *Historical enquiry* - trying to find an answer to a question or a response to a statement that gives us a satisfactory conclusion using evidence, logic and reasoning.
- *Source analysis*: asking questions, investigating, understanding the different types of sources, their effectiveness and the ability to question them in terms of bias and reliability etc.

### **Abstract concepts**

At Milton Road Primary School, the children will continually deepen and build on their previous knowledge. Each unit is underpinned by a knowledge organiser that ensures curriculum content is rich in substantive knowledge and ambitious vocabulary, whilst also ensuring children are developing their understanding of abstract terms, such as 'democracy' or 'empire'. Each unit is carefully mapped to ensure coverage and progression across these concepts, allowing children to build layered, transferable understanding year by year.

### **Diversity**

We have been careful to ensure that this narrative is representative of the children in the school and provides an accurate representation of the past. The children are presented with positive role models that they can relate to and see their history and heritage presented. Our curriculum offer will inspire pupils' curiosity to know about the past by allowing them to see their own heritage represented in what they are learning and foster a sense of identity in their own community of Cambridge and the wider world.

### **Teaching Approaches**

Our approach to History teaching reflects our school's Cambridge Connected Curriculum while also embodying our school's CREW values: Courage, Responsibility, Excellence, and Wisdom.

A variety of teaching approaches are used across the school to enable the children develop their historical skills, build upon their substantive, conceptual and abstract understanding of history. These are:

- Teacher presentations, role play, drama, story-telling.
- Question and answer sessions, discussions and debates.
- Individual and group research.
- Investigating artefacts and sources of evidence.
- Fieldwork, and visits to museums and sites of historic interest.

- Drama groups and guest speakers.
- Access to, and are able to handle artefacts
- Access to secondary sources such as books and photographs
- Resources from the internet and videos
- Use non-fiction books for research
- Opportunities to work independently or collaboratively, to ask as well as answer historical questions.

### **Vocabulary**

Our curriculum is mapped to enable children to develop an awareness of the past, using common words and phrases relating to the passing of time, progressing through the curriculum from local, to British and world history.

In KS1, they will start by learning about chronology through events from their own past and their families past. They will then learn about people and events from their locality. As they progress through the key stage, they will demonstrate a growing confidence and accuracy when using historical vocabulary, such as 'evidence', 'explorer' and 'artefact'.

In Key Stage 2, children will continue to develop a chronologically secure knowledge and understanding of local, British and world history, establishing clear narratives within and across the periods they study, begin to identify trends over time and develop the appropriate use of historical terms such as 'ancient' and 'civilisation'. The explicit mapping and rigorous teaching of vocabulary ensures that children can gain and deploy a historically grounded understanding of abstract terms such as 'empire' or 'parliament'.

### **A rich curriculum, accessible and challenging to everyone**

We recognise that in all classes children have a wide range of ability in history, and we seek to provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this by:

- Setting tasks which are open-ended and can have a variety of responses;
- Setting tasks of increasing difficulty, some children not completing all tasks;
- Grouping children by ability in the room, and setting different tasks for each ability group;
- Providing resources of different complexity, depending on the ability of the child;
- Using teaching assistants to support children individually or in groups.
- Children who show considerable ability are challenged to develop their own questions to extend their research.

### **Planning**

We carry out curriculum planning in history in three phases (long term, medium term and short term).

The long-term plan maps the history topics studied in each term during each key stage; this is devised in conjunction with the geography subject leader to ensure that the humanities complement each other throughout the year. We teach the knowledge, skills and understanding set out in the National Curriculum through the corresponding programme of study.

The class teacher organizes their teaching units in their year group medium term plans and writes the lesson plans for each history lesson (short-term plans). These plans list the specific learning objectives and expected outcomes for each lesson, often in the form of class resources. The class teacher keeps these individual plans, although he or she and the subject leader often discuss them on an informal basis.

## Promoting key skills through history

Through our teaching of history, we provide opportunities for pupils to develop the key skills of:

- *Communication* - through reading and responding to a range of sources of information, when planning and carrying out historical enquiries, through taking part in discussions, asking questions and presenting findings in a variety of ways.
- *Application of number* - when using dates to calculate the length of time between events, or the average life span of people living in the local area from headstones, and through carrying out calculations from databases as part of historical enquiries into trends and developments. Children also learn to interpret information presented in graphical or diagrammatic form.
- *Co-operation* - through planning and carrying out historical enquiries that are classroom based or take place on a visit to a museum, gallery or site.
- *Problem-solving* - through finding out about the past by investigating a specific question or issue, deciding what information they need to know, identifying relevant sources of information and discussing their conclusions.
- *Thinking skills* - through work on processing and evaluating information, describing and explaining events and actions, and carrying out investigations of past events.
- *Computing*, wherever appropriate we use computing to enhance our teaching of history. The children use ICT in a variety of ways, such as word-processing, finding information on the Internet and presenting information through PowerPoint. They make creative use of the digital camera and iPods to record photographic images.

## Cross-Curricular Links and Interdisciplinary Thinking

Our History curriculum has been carefully matched with our Geography curriculum to support interdisciplinary thinking and reinforce learning across subjects. Units are carefully planned to align thematically - for example, studying rivers alongside early civilisations, - so children can make links between human actions and geographical outcomes across time and place. It enhances English through historical storytelling, comprehension of primary sources, and persuasive writing. History strengthens mathematics by incorporating timelines, sequencing, and interpreting data related to historical events. It supports art and design by exploring artistic movements, cultural traditions, and the evolution of creative expression. Links to design and technology are evident in studying historical inventions, engineering breakthroughs, and the impact of technological progress. Additionally, it connects to science, particularly in examining medical advancements, the development of scientific thought, and the environmental impact of historical events. History also plays a role in personal, social, health, and economic education (PSHE) by fostering discussions on citizenship, diversity, and the influence of historical decisions on modern society. By integrating these subjects, history provides students with a rich, interdisciplinary learning experience.

## IMPACT

### Assessment

The impact of our History curriculum can clearly be seen in the children's books. Our rich History curriculum is also evident in the texts that we have selected for our children to read, displays in our classrooms, class assemblies where children share their knowledge with their parents and the historical narratives our children recount. We believe that if children have become knowledgeable historians, then they will be able to articulate their understanding with confidence. This is why pupil voice is an important tool in assessing whether children have made progress. Children will be assessed throughout the term orally and through careful teacher observations, which will be used to inform future planning.

Children at Milton Road Primary School will gain 'sticky' knowledge that will be retained in their long term memory. 'Learning is defined as an alteration in long-term memory. If nothing has altered in long-term memory

nothing has been learned.’ [Sweller, J., Ayres, P., & Kalyuga, S. (2011). Cognitive load theory (Vol. 1). Springer Science & Business Media]. Children will be able to demonstrate this knowledge by making links within and between periods of time they have studied. They will be able to talk or write about events that have happened in the past, but more importantly, how these have impacted Britain and the world as we know it today.

By the end of Key Stage 2, children are able to give articulate definitions of key historical conceptual threads that run through the curriculum, such as democracy, nation, authority and civilisation, as well as support these definitions with historical examples. They will be able to make evidence led comparisons, and links between and across what they have learned. They will be able to identify concurrent periods including those which interacted. They will make evidence led links between local, regional, national and world history. This will be evidenced in their books high quality, knowledge rich written work.

Assessment is recorded against key statements for which pupils attain at, above or below the expectations for the year group. Assessment is also used to inform planning and to facilitate differentiation or adaptation. Assessment judgements are inputted onto Insight, used in reporting to parents at the end of the year, and used for data analysis. At the end of each academic year a review takes place where the features of the analysis feed in to the following year’s action plan for the subject.

### **Monitoring**

Monitoring takes place regularly through sampling children’s work, pupil learning conferences, and teacher planning, through ‘book books’ and lesson observations.

Monitoring of the standards of children’s work and of the quality of teaching in history is the responsibility of the history subject leader. The work of the subject leader also involves supporting colleagues in their teaching, being informed about current developments in the subject, and providing a strategic lead and direction for the subject in the school.

### **Review of Policy**

This policy will be reviewed every two years.