

# DALLAM CP SCHOOL



## History Policy

Date of this Review	Feb 2023
Next Review due	Feb 2024
Approved by Governors	
Signed by Chair Of Governors	

## Intent

At Dallam Primary School we intend to bring history to life, immersing our children in realistic experiences both in school and on education visits. We aim to deliver a history curriculum that is accessible to all and that will maximise the outcomes for every child. Our curriculum allows all children at Dallam to have the same opportunities to reach their full potential. In doing so, we aim to succeed in the children knowing more, remembering more and understanding more.

The children at Dallam will develop a well-rounded knowledge of the past and its events, with the intention to improve their cultural capital. By developing an understanding of the complexity of people's lives, the process of change, as well as the diversity of societies we want to ensure our children have a real understanding of the world around them and their own heritage. At Dallam primary school we have designed our History curriculum with the intent that our children will:

- Become equipped to ask perceptive questions, think critically and develop their own viewpoints and judgments.
- Acquires a secure understanding of the chronology of British history and other important periods of ancient and world history.
- To discover links and connections to the History they learn and the wider community and locality.
- Differentiate between source types and explain how interpretations in History may differ.
- Draw on similarities and differences within given time frames and across previously taught History.
- Enquire in to Historical themed questions and form their own opinions and interpretation of the past

We want our children to have a rounded understanding of history; to be able to place historical events into context and order and understand how and why events in the past have shaped the modern world and our place within it. Furthermore, they should have first-hand experiences of 'meeting' significant places, objects and artefacts (be that through visits to castles and stately homes, trips to museums and

galleries or in-school workshops with experts), so that history can come to life for them.

Our fundamental aim is for our children to leave Dallam Primary being knowledgeable about key people, events and time periods from the past. Weaving these together to develop informed historical narratives and having developed a mental timeline of British, local and world history.

Using the Statutory Framework for the Early Years Foundation Stage (2021) and the National Curriculum for England (2014) to underpin our curriculum, promoting:

- Confident, Independent learners.
- Key vocabulary and knowledge
- Core skills through active learning, basic skills and creative thinking
- Speaking and listening
- Collaborative learners

## **Implementation**

In order to deliver our intent, our children have access to a carefully structured history curriculum. We build up our history curriculum by beginning with our youngest children, planning opportunities for personal history such as birthdays, changing as they grow and where they live. In Year 1, we explore the core idea of change over time, looking at ways in which life has changed over the last 100 (or so) years. In Year 2, this picture of history widens to include events from more distant times that have had a profound impact on modern life. This supports our children in beginning to recognise why an understanding of history is so important. EYFS and KS1 lay the foundations for KS2. Moving through KS2, the children begin with building-up a picture of the early history of the British Isles, from the Bronze and Iron Ages to 1066, via Roman rule, Anglo-Saxon settlement and Viking invasions. Alongside this, children also learn about events and changes in the world beyond our shores (including the Ancient Greeks, Mayans and Ancient Sumer).

	<i>Autumn Term</i>	<i>Spring Term</i>	<i>Summer Term</i>
<i>Nursery</i>	Questions are linked to the children's interests and historical skills and knowledge are weaved into the mini projects – Understanding of the World – Past and Present		
<i>Reception</i>	Questions are linked to the children's interests and historical skills and knowledge are weaved into the mini projects - Understanding of the World – Past and Present – ELG		
<i>Year 1</i>	How was life different in the past?	How has Warrington changed?	What was The Rocket?
<i>Year 2</i>	Why do we remember some people from the past?	How did people from the past make a difference?	What part did Warrington play in World War II?
<i>Year 3</i>	Who were our prehistoric ancestors?	How did the Iron Age change life in the UK?	What did the Romans leave behind?
<i>Year 4</i>	What happened when the Romans left?	Who were the Vikings?	Who was victorious in the struggle for The Kingdom of England?
<i>Year 5</i>	Who were the Mayans?	What happened to the Mayans?	What did the Greeks do for us?
<i>Year 6</i>	What was special about the Sumerians?	What legacy did the Sumerians leave behind?	How did the Victorians change the world?

History at Dallam Primary School is taught through discrete history lessons, using a 2-weekly cycle. The teaching, learning and sequencing of the History curriculum is supported by termly units with an over-arching enquiry question, followed by a

sequence of enquiry-based questions, ensuring coverage and progression in all skills relating to History. Moreover, there is an opportunity during each term to revisit Historical skills that need further consolidation and to use new knowledge to enforce prior skills. Medium Term Plans for each term allow for teachers to map out how the knowledge and skills for the enquiry question will be taught and delivered. These plans make reference to both substantive knowledge and disciplinary knowledge and any links to previous learning opportunities.

Children are given opportunities within every history lesson to recall previously learned facts through retrieval activities. Retrieval practice involves deliberately recalling knowledge from memory to make learning more robust and flexible. This may be knowledge learned in the previous lesson, week, term or year.

### Substantive and Disciplinary Knowledge

Each unit is underpinned by rich, substantive knowledge (the historical facts we teach that form the narratives of the curriculum) and ambitious vocabulary, whilst also ensuring children are developing their disciplinary knowledge. Our curriculum maintains a consistent knowledge base to ensure conceptual progression. We have identified a set of key historical concepts or 'golden threads' that the children will revisit throughout their time at Dallam. These include;

- Settlement
- Empire
- Invasion/Conflict
- Societal Change
- Invention
- Legacy
- Civilisation



Progression of  
substantive knowle

Alongside developing a breadth of historical knowledge, we want our children to become skilful historians. Each unit of work has an emphasis on historical enquiry, where children investigate historically framed questions, whilst also developing historical enquiries of their own. We present the substantive knowledge and teach children how to make connections, draw contrasts & analyse trends through the disciplinary concepts:

- **Continuity & change** Create a sense of period & time; the sequence of when things happened. What changed & what continued? What might we see as 'progress?'
- **Cause and Consequence** How can we explain why things happened in history? How did people make a difference to what happened? What followed as a result of these?
- **Historical significance** How do we choose what is most important in history as we cannot use everything? (Is it remarkable? Remembered? Resonant? Resulting in change? Revealing?)

These disciplinary concepts are underpinned by the skills that children need to become effective historians:

- **Chronological Understanding** Sequencing, events, stories, pictures and periods over time to show how different times relate to each other and contribute to a coherent understanding of the past.
- **Handling evidence** Understanding the methods of enquiry for finding out about the past. How are these methods used to make historical claims? What are the problems when using historical sources?
- **Historical interpretations** How and why does the way that history is represented differ? Do we all understand the past in the same way? How do we show what the past was like?

### Knowledge Organisers

A knowledge organiser is a summary of the key information children need to have a solid understanding of. Each termly enquiry question has a knowledge organiser, which is displayed in the children's books and in the classroom. It is equally important

for teachers so they can identify what a child has already learned in a particular unit, ensuring work is progressive.

### Resources

History resources are stored centrally. Each box is labelled with the artefacts, books and resources and are sorted by topic. The Cheshire Education Library Service is used to support classes with extra fiction and non-fiction books, props and artefacts. These can be booked in advance by completing an online order form:

<http://www.elscheshire.org.uk/homepage.aspx>

### Local Heritage

Parts of our curriculum reflect our locality and endeavours to ensure children are knowledgeable about their locality's history and the changes it has seen. It is important for children to develop a sense of identity through learning about the past and we want them to know how history has shaped their own lives. Wherever we can we ensure that local history is woven into our history curriculum and is explicitly taught, providing links with larger historical themes.

### Learning Environments

Each class in KS 1 and 2 display a timeline relevant to their unit of work; previous periods of study are also referred to on the timelines so that links can be made to prior learning. The seven golden threads (substantive concepts) which run through our history curriculum are also displayed. Staff identify which concepts each unit will be addressing and refer to these in each lesson to support the children's understanding of these concepts across different periods of time.

### Assessment

The assessment of the children's attainment and progress within history is ongoing throughout the planning, teaching and learning cycle. Some of the assessment for learning strategies at Dallam include:

- Observation through whole class, paired and individual work.
- Oral and written feedback which is often knowledge and skill specific.

- Regular book moderation and monitoring of outcomes of work, to evaluate the range and balance of work, ensuring that tasks meet the needs of different learners, with the acquisition of the pre-identified key knowledge of each topic being evidenced through the outcomes.
- History progression grids are also used as an assessment tool, supporting teachers to identify what the children should already know, what they need to know for the current year group and where their learning is moving to next.
- Pupil interviews are also held to help gauge a picture of the history being taught in their class. It provides the children with an opportunity to discuss what they have enjoyed about their history units and which knowledge and key skills they think they have gained.

In order to ensure history at Dallam is the best it can be it is the responsibility of the subject leader to effectively monitor, evaluate and review the history curriculum. These responsibilities include:

- 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 of history
- To ensure progression of the key concepts, 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 key knowledge is evidenced in outcomes, alongside and 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 effective subject overview
- 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 take 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 practice and National Curriculum/EYFS.

## **Impact**

Outcomes in project books evidence a broad and balanced history curriculum and demonstrate children's acquisition of identified key knowledge and skills. Children review their successes in achieving the lesson objectives at the end of sessions, this can be recorded or verbalised and shared with peers and staff. Children are also encouraged to share what they have learned comparative to their starting points at the end of the topic. Emphasis is placed on analytical thinking and questioning which helps children to gain a coherent knowledge and understanding of Britain's past and that of the wider world and are curious to know more about the past. Through history lessons, children learn to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. Regular school trips provide further relevant and contextual learning. As children progress throughout the school, they develop a deep knowledge, understanding and appreciation of the importance of history and its place within modern times.