

# Robert Arkenstall Primary School

## History Policy

**It is the aim of Robert Arkenstall Primary School to provide a broad curriculum and education of the highest quality within a happy, safe, secure and stimulating environment, which enables each child to experience success; to equip them with skills as thoughtful, caring and active citizens, eager to explore the possibilities of the world.**

***pursue possibilities; love learning***

This policy is published on the School website, stored on the Shared Drive and is available on request from the school office

Governor Committee	Curriculum & Standards
Reviewer	K Bonney
Ratified	June 2022
Review period	As and when required
Next review due	

**Our school is committed to safeguarding and promoting the welfare of children and young people and expects all staff to share this commitment.**

At Robert Arkenstall, we recognise that History is vital to a broad and balanced curriculum. Through our history teaching, we ignite children's curiosity about the past in Britain and the wider world, helping them understand how past events have shaped and influenced the world we live in today.

Our rich curriculum of ancient and modern history helps our pupils come to understand their place in the world and in the long story of human development.

## **INTENT**

- To help children understand the present in the context of the past.
- To arouse interest in the past and encourage questioning and speculation.
- To foster a sense of identity and an increased understanding of the children's own position in their own community and the world.
- To foster an understanding of various cultural backgrounds.
- To contribute to children's knowledge of how societies and people have developed over time, recognising similarities and differences in human experiences across time and place.
- To promote the skills of argument, hypothesis, chronology, sequencing, awareness of points of view, observation, evaluation, research, comparison, deduction and role play.
- To enrich and support other areas of the curriculum.
- To prepare pupils for adult life by helping them to understand the nature of the society in which we live.

## **IMPLEMENTATION**

- Our history curriculum is taught through a clearly sequenced curriculum, which follows the National Curriculum programmes of study.
- Our content is taught in cycles throughout EY/KS1, Lower KS2 and Upper KS2 and sequences of learning are carefully mapped within each academic year.
- Key vocabulary is taught explicitly, with recall and rehearsal opportunities.
- At key milestones, coherence of prior learning builds towards pupils confidently getting better at history by revisiting or recalling learning in the context of new content.
- Narratives are used to engage learning and develop key disciplinary concepts within and across subjects.
- Lessons are structured around teacher modeling and short tasks to secure learning before moving on based on the science of cognition of learning.
- Each teacher follows and adapts plans for their class
- We ensure that all children access the learning in lessons and we have suitable support and challenge in place. We achieve this by:
  - using classroom assistants to support individuals or groups

- pre-teaching of key vocabulary and concepts
  - setting open-ended tasks
  - setting tasks of increasing difficulty
  - providing extra support, such as word banks and sentence starters
- Planning includes opportunities for children to:
    - use the concepts of continuity and change, cause and consequence, similarity, difference and significance, in order to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses
    - practise the methods of historical enquiry, understand how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed.
  - Within classes children are taught individually, in groups, or as a class as appropriate, and the organisation of the class will vary according to the activity that is being carried out
  - Tasks may be based in the classroom, school grounds, in the local area or on a field trip
  - Teaching and activities should be planned taking account of the school's Equality policy
  - Homework may be used to extend learning. These tasks will be short and focused and will be referred to and valued in future lessons

## THE FOUNDATION STAGE

History curriculum is an integral part of Understanding of the World and is taught through topics. Children relate periods of history, the lives of people around them and their roles in society to their own experiences and personal timeline. They are encouraged to comment on and understand the past through settings, characters and events encountered in books read in class and storytelling. Exploration of historical artefacts, the natural world and stories provide excellent opportunities for learning key concepts and skills to compare and contrast and understand similarities and differences between now and the past. Key knowledge and understanding is successfully built on at KS1.

## THE CONTRIBUTION OF HISTORY TO TEACHING IN OTHER CURRICULUM AREAS

### ENGLISH - Vocabulary

At Robert Arkenstall we firmly believe vocabulary is the golden thread that supports and unlocks children's potential in all areas of the curriculum. Without this thread, children's ability to comprehend and make sense of the world is significantly weakened and therefore reduces their life chances. Ludwig Wittgenstein said, "The limits of my language are the limits of my world." At Robert Arkenstall we aspire to reduce word poverty by placing vocabulary instruction at the centre of our curriculum. We use vocabulary resources to make learning words 'stick' through the use of engaging texts; child-friendly definitions; and collocation/synonym word maps. We teach words discretely and also

embed the vocabulary instruction of disciplinary language throughout History and within the wider curriculum so that their word consciousness is always being built upon and expanded. We also make reference to the morphology and etymology of words so that children can make lasting connections.

### **ENGLISH - Speaking and listening (oracy)**

The quality and variety of language which pupils hear and speak are vital for developing their knowledge, vocabulary and understanding for reading and writing in history. In formal and informal situations, we create and encourage opportunities for meaningful conversation, discussion and talk for learning.

Questioning forms the basis of our teaching and we strongly encourage children to be inquisitive learners; to share their thoughts; to build upon ideas with confidence; to challenge ideas respectfully and summarise what they have heard. Through embedded oracy practices across our curriculum, children at Robert Arkenstall learn how other people make sense of the world; how language is used to reason; how emotions and identities are expressed; and how to work together to solve problems through the use of constructive talk.

Opportunities for oracy across the whole curriculum are planned for and developed. Children play an active part in presentations, recitals, group discussions, debates and drama activities. We follow the guidance and ideas from Voice 21 to support the teaching and learning of speaking and listening skills.

### **ENGLISH - Writing**

In order to ensure that all pupils learn to be confident writers we give children experiences to write at regular opportunities throughout the school week, in all curriculum subjects. Our principal aim is to develop children's knowledge, skills and understanding. Importantly, we ensure children write in full sentences and rehearse the use of key vocabulary before writing.

### **ENGLISH - Reading**

We use high-quality texts to support our teaching history. Our Opening Worlds curriculum is based on expertly written text books and disciplinary vocabulary. All children have access to our wonderful school library, which has carefully selected books to support the history curriculum.

### **MATHS**

The teaching of history in our school contributes to children's mathematical understanding in a variety of ways. We teach the children chronology through using timelines to sequence events and gain an understanding of periods of time between events. Links are made to understand the significance of development of mathematics throughout history.

### **PERSONAL, SOCIAL AND HEALTH EDUCATION & CITIZENSHIP**

History contributes to the teaching of personal, social and health education and citizenship. Children

gain knowledge and understanding of events, people and changes in the past. They learn about changes over time in beliefs, attitudes and experiences of men, women and children in the past and about the social, cultural, religious and ethnic diversity of societies studied in Britain and the wider world.

## **SPIRITUAL, MORAL, SOCIAL AND CULTURAL DEVELOPMENT**

We offer children in our school many opportunities to examine the fundamental questions in life through the medium of history. The study of history inspires a sense of curiosity and wonder as to how and why events happened in the past. Children explore the role played by men and women in shaping the past for good or otherwise, and have opportunities to reflect upon different interpretations of the past. Many events in the past are at odds with what we would consider acceptable today, and children are asked to consider and comment on moral questions and dilemmas on issues such as equality and justice. Multiculturalism and diversity is a key theme throughout our curriculum. The study of ancient civilizations is fundamental to understanding what unites rather than divides us, while also celebrating its diversity. Children develop a better understanding of our multicultural society through studying links between local, British, European and World History.

## **INCLUSION AND EQUAL OPPORTUNITIES**

At Robert Arkenstall we teach History to all children, whatever their ability and individual needs. In all classes children have a wide range of abilities, 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 through a range of strategies. In some lessons we do it through differentiated group work, while in others we ask children to work from the same starting point before moving on to develop their own ideas. We deploy classroom assistants to support children, and to enable work to be matched to the needs of individuals.

Through our teaching we provide learning opportunities that enable all pupils to make good progress. We strive hard to meet the needs of those pupils with special educational needs, those with disabilities, those with special gifts and talents, and those learning English as an additional language, and we take all reasonable steps to achieve this.

We enable all pupils to have access to the full range of activities involved in learning. Where children are to participate in activities outside the classroom (a museum visit, for example) we carry out a risk assessment prior to the activity, to ensure that the activity is safe and appropriate for all pupils.

## **RESOURCES**

- Resources will be stored centrally in the resources room when that area of study is not being

taught

- A high quality published resource is available for teachers to support the teaching of history in KS2
- Computers will be used where appropriate to enhance the teaching of history
- The History Coordinator will sign post teaching staff to artefact loan boxes or local resources/museums available to support our history curriculum
- Resources should be used, following the guidelines set out in the school's Health and Safety Policy. Practical work, fieldwork and educational visits should also be planned with particular reference to the school's Health and Safety policy

## **ASSESSMENT**

- Each teacher is responsible for assessing, recording and reporting children's effort and attainment in history
- Formative assessment, including diagnostic tasks in KS2, is used to inform planning and teaching
- An annual report relating to their child's effort in history is sent to parents
- The Opening Worlds Curriculum in Key Stage 2 includes low stakes quizzing for children to demonstrate what they know as they complete each unit of study

## **MONITORING AND EVALUATION**

- The monitoring of the standards of children's work and the quality of teaching in history is the responsibility of the subject leader
- Samples of work from each year group will be collected and monitored annually
- Pupil voice will be gathered annually
- The subject leader will also support colleagues in their teaching
- The history policy will be reviewed as necessary in collaboration with teachers

## **IMPACT**

Our rich, broad and balanced history curriculum develops and nurtures a love for learning more about the past and gives our children a secure and ambitious foundation on which to build further historical understanding.

By the end of KS2, children will have learned the knowledge, concepts and skills laid out and will be prepared for the next stage in their education. The curriculum is coherent and sequential and builds on prior learning with frequent opportunities for practical application of knowledge and skills through discussion and enquiry. Frequent self-assessment and teacher reviews show that pupils are able to recall and apply the taught content, learning more and remembering more.

This understanding allows them to have the cultural capital and enrichment opportunities to enable them to become well-informed historians with a strong foundation to build on as they move through their lives.