

Grimsargh St Michael's C of E Primary School



History Policy

Let your light shine before people so that they may see your good works and glorify your Father in heaven (Matthew 5: v.16)

Inspiring, believing and achieving in our loving Christian community

Name of the History Subject Leader: Hannah Coupe

Our bespoke history curriculum has been designed to ensure the children progress their learning through planned, systematic encounters with substantive and disciplinary concepts. Our '3 Big Ideas' thread through our history curriculum: Chronology, Enquiry and Curiosity.

The following information is based on the National Curriculum Programme of Study, a full version of which can be viewed at <https://www.gov.uk/government/publications/national-curriculum-in-england-history-programmes-of-study>

Purpose of studying History

A 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.

Aims:

Our history teaching aims to ensure that all pupils:

- know and understand the history of the British Isles as a coherent, chronological narrative, from the earliest times to the present day
- know and understand significant aspects of the history of the wider world including the nature of ancient civilisations
- gain and use a wide range of historical terms and vocabulary
- make connections and describe contrasts between people, historical changes, interpretations and actions

- understand disciplinary historical concepts such as:
 - continuity and change,
 - historical evidence,
 - historical interpretations,
 - sources and evidence,
 - cause and consequence,
 - similarity, difference and significance.
- understand substantive historical concepts such as:
 - family history,
 - transport,
 - migration,
 - racial equality,
 - agriculture,
 - leadership,
 - invasion.
- use them to make connections, draw contrasts, analyse trends and ask historically valid questions and create their own structured accounts, including written narratives
- understand the methods of historical enquiry, including how evidence is used to make historical claims
- gain historical perspective by making connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.

Attainment targets / Assessment

The National Curriculum states that:

‘By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant (History) programme of study.’

Children’s attainment is assessed and recorded at the end of each term, by teachers and then collated by the history subject leader, using our history progression document to track knowledge and skills. Teachers have planned outcomes for each unit and follow the sequence of knowledge for each unit to ensure children collect the key knowledge and present it in an appropriate manner.

Subject content and Curriculum Overview

EYFS

Understanding the World:

- Talk about the lives of people around them and their roles in society
- Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.
- Understand the past through settings, characters and events encountered in books read in class and storytelling.

People, Culture and Communities:

- Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and -when appropriate - maps.

Natural World:

- Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.

Key stage 1

- Pupils should 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.

Pupils should be taught about:

- changes within living memory – where appropriate, these should be used to reveal aspects of change in national life *e.g. the Queen's 90th Birthday, Remembrance Day*
- events beyond living memory that are significant nationally or globally *for example the Great Fire of London*
- the lives of significant individuals in the past who have contributed to national and international achievements, some should be used to compare aspects of life in different periods . *E.g:*
 - *Sarah Forbes-Bonetta (Y1) – Racial Equality/Migration*
 - *Tom Karen (Y1) - Family History*

- *Neil Armstrong and Amelia Earhart (Y2) - Transport*
- significant historical events, people and places in their own locality
 - *Learie Constantine - Local Black History (Y2) - Migration and Racial Equality*
 - *Farming in the local area - Agriculture*

Key stage 2

Pupils should 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;
- regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance;
- construct informed responses that involve thoughtful selection and organisation of relevant historical information;
- understand how our knowledge of the past is constructed from a range of sources.

In planning to ensure the progression described above through teaching the British, local and world history, teachers should combine overview and depth studies to help pupils understand both the long arc of development and the complexity of specific aspects of the content.

Pupils should be taught about:	In which year at our school?
1 Changes in Britain from the Stone Age to the Iron Age	Year 3
2 The Roman Empire and its impact on Britain	Year 3
3 Britain's settlement by Anglo-Saxons and Scots	Year 5
4 The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor	Year 6
5 A local history study	Year 4 The Lancashire Cotton Industry
6 A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066	Year 6 – 'Big Picture History – e.g. The Transatlantic Slave Trade
7 A study of the achievements of the earliest civilizations – <u>an overview</u> of where and when the first civilizations appeared <u>and a depth study</u> of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China.	Year 4 - Overview plus Ancient Egypt.

8 Ancient Greece – a study of Greek life and achievements and their influence on the western world.	Year 5
9 A non-European society that provides contrasts with British history – <u>one study chosen from:</u> early Islamic civilization, including a study of Baghdad c. AD 900; Maya civilisation c. AD 900; Benin (West Africa) c. AD 900-1300.	Year 5 - A study of Baghdad AD 900

Substantive Concepts:

Our substantive concepts have been colour coded to show a clear concept map across EYFS, KS1 and KS2.

	Substantive concept coverage			
EYFS	Family History (EYFS & KS1)		Migration	
KS1	Leadership		Family History (EYFS & KS1)	
	Migration	Racial equality	Transport (EYFS & KS1)	
KS2	Agriculture		Agriculture	
	Migration	Racial equality	Invasion	
	Invasion		Migration	Leadership
	Invasion		Migration	Racial equality

Disciplinary Concepts:

	Disciplinary concept coverage (history skills)		
EYFS	Chronology	Cause/Sources and evidence	Similarities and difference
KS1	Change and continuity	Historical interpretations	Similarities and difference
	Historical significance	Consequence	Cause/Sources and evidence
KS2	Change and continuity		Consequences
	Sources and historical evidence		Historical interpretations
	Change and continuity	Consequences	Similarities and difference
	Historical Interpretations		Historical evidence

The planning of History at Grimsargh St Michael's

EYFS will plan using the curriculum overview for history and the planned key texts (as included in the overview), will be focused on and read to engage the children in history. Continuous Provision planning will include links to the ELGS related to historical knowledge and the framework document to support curriculum planning in EYFS will be referred to for resources.

KS1 and KS2 will use the Medium-Term Planning document shared by the history subject leader to plan a concise, concept driven sequence of learning. Teachers can use the Lancashire Planning and the Historical Association to plan units and Y2, Y4 and Y6 will use the Lancashire Black History Scheme units of work.

Each class teacher will refer closely to the knowledge progression for each unit when planning their history teaching and this will be monitored by the history subject leader.

Inclusion and the History Curriculum

Our SEND pupils are given access to the same curriculum coverage, knowledge, resources and vocabulary. SEND children in history are exposed to active and creative lessons, class visits and a wide range of vocabulary within their geography learning. The SEND children access extra support from adults in class, key vocabulary banks, regular recap of key knowledge and concepts. Our curriculum has recommended texts to help all children relate to the unit and these are displayed when they are being used. Our working walls are interactive and full of key vocabulary and learning journeys, displaying relevant texts and images where relevant.

Each teacher will be aware of the needs or statements/individual education plans of the children in the class that they are teaching. Teachers take account of the three principles of inclusion set out in the National Curriculum that relate to how teachers plan and teach the curriculum through:

- Setting suitable learning challenges.
- Responding to diverse learning needs of pupils.
- Overcoming potential barriers to learning and assessment for individuals and groups of pupils e.g scribing for children for which writing is a barrier to their learning.

These principles will be considered when developing the chosen historical units for use in the classroom (short term planning).

Deeper Learners and Talented

Each class teacher will identify children who are more able learners for history. Provisions will be put in place to help these children reach their full potential and lessons will be carefully planned to ensure these children are challenged appropriately.

Resources:

<https://www.history.org.uk/> Historical Association for key information, schemes of work and other resources.

Local Black History planning resource for Y2, Y4 and Y6.

Lancashire Archives school page.

Lancashire Artefacts Museum Loans - contact Carole Marsh.

Books are referred to on the History Overview document and also on the separate historical fiction document.

Assessment, Recording and Reporting.

The subject approach to assessment, recording and reporting follows the whole school policy guidelines.

All pupil's work is given verbal feedback and discussions between the teacher and the child are used to progress vocabulary, ideas and knowledge.

At the end of each term, the class teacher will use the key learning in history statements detailed in the progression document and also the key knowledge to assess whether children are working above, at or below the expected standard in history.

Equal Opportunities

Children irrespective of ability, race or gender are given full access to the history sequences of work. The use of differentiation by outcome allows children to respond to the work presented to them at the appropriate level.

Signed: Mrs Hannah Coupe

Date: September 2025

Review Date: September 2026

Agreed by the Curriculum Committee: 01.10.2025