



Stottesdon C. of E. Primary School



Policy Statement: History

Introduction

This policy sets out our School's aims and strategies for the successful delivery of history. This policy should be read in conjunction with other relevant school policies such as the Curriculum, Finance, Teaching & Learning, SEND and Assessment policies. This policy is based on government recommended/statutory programmes of study.

Aims

Our school commits itself to creating a broad and interesting curriculum to support the development of the whole child. History gives us an understanding of where we have come from, which enables us to learn from the past and to model the future. Furthermore, it gives us a view of other cultures and their development through time. We aim for children to gain a strong overview of chronology, breadth and local to global history. History is also a valuable resource through which children can develop, and put into practice, skills learnt in other curriculum areas.

Our aims:

- To Provide an exciting, rich, relevant and challenging history curriculum for all pupils.
- To develop children's sense of identity through learning about the development of Britain, Europe and the World, together with an understanding of their cultural roots and shared inheritances.
- To introduce children to what is involved in understanding and interpreting the past.
- Develop a chronological framework for children's knowledge of significant events and people.
- To develop understanding as to why people have acted in the way they have and why past events have taken place and how this has impacted on our lives.
- To help children understand and interpret evidence, to detect bias and to assess relevance and reliability.
- To develop an understanding of right and the ability to handle moral dilemmas in a responsible way.
- To develop respect for and tolerance of other people and cultures.
- To learn through an enquiry based approach.

Curriculum

Early Years

During Early Years Foundation Stage, children begin to form the foundations for later work in history. Children have lots of opportunities to develop a sense of past and present, through lots of discussion. Children are encouraged to talk about their experiences of events, for example, Christmas and birthdays, using the language 'yesterday', 'today', 'last week'. Children also examine appropriate artefacts (for example: memory boxes, photographs or artefacts) or discovering the meaning of old and new in relation to their own lives.



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Key Stage One and Two:

Our school has decided to use Rising Stars History as a scheme to underpin our intent and implementation for this subject at KS1 and KS2. Rising Stars History provides a history curriculum that is ambitious and designed for all pupils. It is coherently planned and sequenced towards cumulatively providing the necessary knowledge and skills for the pupils' future to empower them to take their role as informed and active citizens in the 21st century. Its emphasis is not just on historical knowledge but also skills and concepts. It has the same challenging academic ambitions for all pupils. They all work from a shared starting point to answer the same key questions.

The content provides pupils with a clear understanding of how people lived in the past and what they believed to be important. Within the units there are recurring themes such as settlement, migration and religion which builds a stronger web of knowledge to ensure it sticks. Engaging with challenging themes will enable pupils to connect with what is happening in the world around them. It will enable them to engage in debate about what is happening today and use the past to inform those opinions. Over the course of the scheme, pupils will develop an understanding of how we know about the past through a range of sources of evidence and with increasing confidence will consider their utility and reliability. Following the scheme will ensure pupils benefit from a curriculum that enriches their lives and broadens their cultural experiences. This will lead to a better understanding of culture and heritage and a desire to engage further with these areas.

KEY STAGE	YEAR	TOPIC NAME	ENQUIRY QUESTION	MAIN CURRICULUM FOCUS
KEY STAGE 1	YEAR 1	My Family History	What was life like when our grandparents were children?	Changes within living memory
		The Greatest Explorers	Who were the greatest explorers?	Lives of significant individuals
		Great Inventions: Transport	How did the first flight change the world/Why were the Rainhill Trials important?	Events beyond living memory nationally or globally
	YEAR 2	Bonfire Night and the Great Fire of London	Should we still celebrate Bonfire Night/Did the Great Fire make London a better or a worse place?	Events beyond living memory nationally or globally
		Holidays	How have holidays changed over time?	Changes within living memory
		Our Local Heroes	Who are our local heroes?	Local History Study: Lives of significant individuals
LOWER KEY STAGE 2	YEAR 3	The Stone Age	What was new about the New Stone Age?	Changes in Britain from the Stone Age to the Iron Age
		The Bronze Age and the Iron Age	Which was more impressive – the Bronze Age or the Iron Age?	Changes in Britain from the Stone Age to the Iron Age
		Local History	Why should we preserve our locality?	Local History Study: A study of a theme in British history that extends knowledge beyond 1066
	YEAR 4	The Ancient Egyptians	How much did the Ancient Egyptians achieve?	The achievements of the earliest civilisations
		Roman Britain	What happened when the Romans came to Britain?	The Roman Empire and its impact on Britain
		Crime and Punishment	How has Crime and Punishment changed over time?	A study of a theme in British history that extends knowledge beyond 1066
UPPER KEY STAGE 2	YEAR 5	The Anglo-Saxons	Was the Anglo-Saxon period really a Dark Age?	Britain's settlement by Anglo-Saxons and Scots
		The Vikings	Would the Vikings do anything for money?	The Viking and Anglo-Saxon struggle for the Kingdom of England
		Journeys	What makes people go on a journey?	A study of a theme in British history that extends knowledge beyond 1066
	YEAR 6	The Maya Civilisation	Why should we remember the Maya?	The achievements of a non-European society
		The Ancient Greeks	What did the Greeks do for us?	Ancient Greece – a study of Greek life and achievements and their influence on the western world
		The Impact of War	Did WWI or WWII have the biggest impact on our locality?	Local History Study: A study of a theme in British history that extends knowledge beyond 1066



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(Please see the [progression charts](#) and [our curriculum maps](#) for more information) .

There are half-termly units (3 per year) which have starting points suitable for all and the units develop to provide appropriate challenges for KS1 and KS2 pupils of varying abilities.

The units have key questions to develop the use of historical enquiry, as well as a focus on the acquisition and application of key subject knowledge, concepts and vocabulary throughout. Knowledge, skills and concepts are taught holistically and are underpinned by the pupils developing a good grasp of subject vocabulary. Over the course of the enquiry the pupils acquire the knowledge to move them towards answering the overarching question. Initial hooks are often used to engage the pupils within the enquiry. Using a range of sources of evidence, pupils will ask questions, suggest hypotheses and then go on to review and refine their original answers and ideas. As well as the prompt questions included, it is hoped that the pupils will develop skills in posing their own questions. Through this approach, pupils will acquire a model of learning whereby they are able to transfer knowledge and understanding from one period studied to another.

Each unit utilises a range of rich and varied primary historical sources. These include written documents, images of artefacts and artist impressions. Teachers are encouraged to support these by introducing artefacts (genuine if possible), oral testimony and the use of the environment. Within the enquiry pupils will develop a strong chronological framework of knowledge and will sequence events and periods studied. They will begin to develop a sense of history by identifying the key features within them.

Throughout a topic, alongside acquiring historical knowledge, pupils will also develop historian skills. Some of these skills, including researching and communicating knowledge, are not confined to the study of history. They will also develop a better understanding of the big ideas in history, known as second order concepts. These include significance, change, continuity, similarity, difference, causation and consequence. The pupils will communicate their knowledge and understanding, and select and structure appropriate information in a variety of ways through oral, written and visual outcomes (or with elements of each). As the pupils gain confidence, there should be some flexibility to enable the pupils to choose which approach best fits the topic and activity.

Within each unit there is time for the pupils to think deeply about an area of learning in a topic before they move on to the next one. They will have many opportunities to ask questions, discuss, communicate understanding and revise their ideas. This approach has led to the selection of some areas of knowledge in more depth within an area of study rather than trying to cover everything at a surface level. A key feature of Rising Stars History is narratives about the people and places in the past and how they are linked with society today.



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Within each unit there is a strong emphasis on developing pupils' chronological understanding. The introductory lessons include activities using timelines to locate the period, person or event and to consider it in relation to other periods studied and the present day. Pupils will be required to consider other events, people and societies occurring at the same time locally, nationally and globally. Timelines are provided within the teaching slides and these should be supplemented with others on view within the classroom. Pupils could also have timelines in their history books with opportunities for them to annotate during topics.

There are a range of opportunities for enrichment experiences including learning outside the classroom. Visits to museums workshops or even a loan box of resources are encouraged.

Teaching and learning

A variety of teaching strategies may be adopted including whole class, group, paired or individual learning. (See Teaching and Learning Policy.)

Assessment and reporting

We use assessment for learning (AFL) during each session so as to understand where pupils are with their learning and therefore informing the next steps to be taught. Throughout the session, informal assessments are made in accordance with the learning objective and success criteria which have been identified as key areas of learning.

The assessment opportunities included in Rising Stars History are planned to have maximum impact on pupils while adding the minimum burden to teacher workload. Each unit has a key assessment opportunity which links with the Rising Stars History progression framework that is cross-referenced to the National Curriculum. It also links to the information contained in the Curriculum Coverage and Progression Charts. These assessment opportunities will enable the teacher to monitor progress made by individual pupils and review areas where the class or groups excels, or where areas of learning need to be revisited, developed and consolidated in a different context.

Formative assessment opportunities are integrated throughout the units. Some are informal and depend on the use of talk, eavesdropping on pupil-pupil discussion, or teacher-pupil conversation, checking that historical vocabulary has been acquired, is understood and can be used correctly (associated with visual images where relevant). These opportunities check understanding, identify misconceptions, enable direct feedback and allow for adaptation without unnecessary elaboration or differentiation. Finally, an online end-of-unit quiz is also included in each unit. These are designed to enable pupils to assess their own progress in acquiring knowledge and to support retention of the information. They can also provide the teacher with a quick check on where an aspect of learning needs revisiting and reinforcing.

Some pupils will be able to progress through the whole sequence at the relevant level, achieving 'the expected level' or 'exceeding expectations'. Others may get less far, making a start and achieving 'working towards', with the next step for them identified. The subject leader can also utilise the information to inform and further develop curriculum design, teaching approaches and resourcing. It can provide opportunities for moderation across classes and enable pupils to know how they are



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performing in the subject and what they need to do to achieve the next stage in their learning journey.

Reports are sent home, mid year and at end of the school year (twice yearly) alongside parent consultations in the Autumn and Spring terms to report attainment, progress and attitude to learning to parents.

Inclusion

History is taught in line with our Equality Scheme. All pupils, regardless of race or gender, shall have the opportunity to develop their Historic skills from the same starting points. Activities will be differentiated and amended where appropriate to ensure the inclusion and enjoyment of all children, including those with special educational needs.

Monitoring, evaluation and feedback

Monitoring standards of teaching and learning within history is the primary responsibility of the history Leader and the whole teaching team.

Details of monitoring and evaluation schedules can be found in the School Development Plan.

Monitoring will be achieved through:

- Work scrutiny.
- Learning walks/'Deep Dives'.
- Observations.
- Pupil voice.
- Teacher voice.
- Reflective teacher feedback.
- Learning environment monitoring.

Safe practice and out-of-school opportunities:

All enrichment visits within and outside of the school grounds are carried out in compliance with statutory requirements and recommendations laid out in the our Educational Visits Policy and Practice with Telford and Wrekin.

Date: 17th January 2023

Review: February 2026