



Policy Title: History

Policy Folder: Subjects

Last Review: May 2022

Next Review: May 2025

Led By: Marie Prowse/Tom Rowan

Responsible Committee: SD Committee

Introduction

Alongside our curriculum intent, our CARE values (confidence, achievement, respect, enthusiasm) underpin everything that we do as a school. We all aim for our school to be a happy place where good behaviour is expected and all children enjoy their educational journey.

At Lantern Lane, we aim to be a Dyslexia Friendly School. It is our intention that pupils will be able to achieve their cognitive potential in history, regardless of any difficulties spelling, reading, writing or any other traits commonly associated with Dyslexia. In order to achieve this potential, teaching will apply principles of quality first teaching such as reducing cognitive load and providing scaffolding. Where reading is required, appropriate support will be provided (for example, paired reading, pre-reading opportunities, inclusive tech). Pupils will be given a variety of ways to show their understanding across a sequence of learning, appropriate to the learning intention (for example diagrams, labelling, cloze activities, oral presentations, group work).

In our teaching of history, we also contribute to the development of the children's spiritual, moral, social and cultural understanding by looking at cultural influences both now and in the past and the moral implications of the actions of historical figures and offer reasoned views. Children are therefore provided with many opportunities to discuss moral questions.

This policy has been written to formally record the teaching, monitoring and assessment of history at Lantern Lane Primary & Nursery School.

The policy aims to:

- Identify what is intended to be taught and how it should be implemented.
- Identify the overall structure and framework of the history curriculum in the school.
- Identify the ways in which we will ensure that children make progress in this subject throughout their time at the school.
- Describe how impact of the quality of education in this subject will be evaluated.
- Identify school procedures to monitor and evaluate the history curriculum.

This policy will be reviewed every three years by the subject co-ordinator, as part of the school's policy review cycle. The policy will, however, be reviewed earlier if there are changes to the National Curriculum, or other significant changes which impact on the teaching and assessment of this subject. The implementation of this policy is the responsibility of all teaching staff

Intent

At Lantern Lane Primary School, we follow the Early Years Foundation Stage Framework (2021) and the National Curriculum (2014). We fully support the purposes of the National Curriculum (2014) in history, which looks to provide every child with:

"... a high-quality history education which 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..."

Through the learning and opportunities we plan for at Lantern Lane, and through rigorous formative assessment, we aim to support each child in the development of each of the following key aims of the history curriculum:

- know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world
- know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind
- gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'
- understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses
- understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed
- gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.

Through our engagement with the National Curriculum and our commitment to providing outstanding provision for every child in the subject of history, we intend the following:

We want our pupils to understand Britain's past and its impact on life today together with how this has been influenced by what has happened in the wider world. Our topics inspire pupils' curiosity to understand more about and learn from the past, helping them to take responsibility for the future. Teaching should equip pupils to ask perceptive questions, think critically, weigh up evidence, and develop perspective and judgement- these skills will support them as life- long learners. History helps pupils to understand (and empathise with) 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.

Implementation

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, building on the successful units of work already in place. We ensure that there are opportunities for children of all abilities to develop their skills and knowledge in each unit, and we plan progression into the scheme of work, so that the children are increasingly challenged as they move through the school.

Learning in Year 1 to Year 6 is arranged termly and the children take a 'learning journey' that is enquiry led. The termly focus is either history or geography whilst art and design technology learning will frequently be integrated. When relevant, further links to other subjects will be made in the interests of deepening understanding.

The subject leader has written and continually reviews the curriculum map for history. This details the objectives and skills to be taught for each year group. Teachers use the curriculum map for their year group, and knowledge of prior learning from the curriculum map, in order to develop a coherent and comprehensive conceptual pathway through the new learning. In history, the key knowledge to be taught for each unit of work is carefully detailed in a knowledge organiser written for the children.

History teaching focuses on enabling children to think as historians. We place an emphasis on examining historical artefacts and primary sources, and give children the opportunity to visit sites of historical significance. We recognise and value the importance of stories in history teaching, and we regard this as an important way of stimulating interest in the past.

We focus on helping children understand that historical events can be interpreted in different ways, and that they should always ask searching questions (e.g. 'How do we know?') about information they are given.

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;
- providing resources of different complexity, depending on the ability of the child;
- using teaching assistants/teachers to support children individually or in groups.

What good teaching and learning looks like in history at Lantern Lane:

	Teachers:	Learners:
EYFS	<ul style="list-style-type: none">Share new and old objects and model age appropriate vocabulary.Ensure the use of age appropriate resources within lessons.	<ul style="list-style-type: none">Can verbalise and talk about 'big' events in their lifetime e.g. birthdays, Christmas.Make simple comparisons between life now and then.

	<ul style="list-style-type: none"> • Use different platforms within lessons to engage the children e.g. videos, stories, objects, pictures etc. • Pose open ended questions that allow the children to express their ideas. 	<ul style="list-style-type: none"> • Can describe changes in their personal appearance over time e.g. looking at baby photos. • Know about some artists and significant people from the past.
Year 1 to Year 6	<ul style="list-style-type: none"> • Refer to the enquiry question throughout the lesson and answer it at the end. • Teachers use different platforms within lessons to engage the children e.g. videos, books, artefacts, pictures, debate, role play, drama, written outcome etc. • Use source material constructively and seek out up to date resources to inform planning. • Have a secure subject knowledge on the topic being taught. • Will encourage the children to ask questions which promotes discussion. There will be a two-way dialogue. • Will clearly display where the current topic fits into the overall British and World Wide chronology. 	<ul style="list-style-type: none"> • Use a range of evidence sources effectively within lessons and ask questions, make predictions and evaluate their effectiveness. • Using their chronological awareness, pupils will place key events, use appropriate vocabulary and draw comparisons between previous topics taught and within the current topic. • Will make links to previous learning and build on previous skills and knowledge that have been taught.

Feedback

Feedback in history should be completed in line with the Lantern Lane Primary School Feedback Policy.









When choosing the correct form of feedback, teachers should use their knowledge of their class, individual groups and pupils whilst also considering the main purpose of the feedback they are giving.

In addition, it is recognised that the type of feedback chosen is likely to vary accordingly to the age or learning stage of the child.

Feedback should be given as close to the point of learning as possible, e.g. within the lesson; at the end of the lesson, or at the start of the next lesson in the sequence of learning.

The following feedback codes are used across KS1 and KS2 to ensure consistency and a clear message for children.

The use of codes is intended to make feedback accessible to all children including our dyslexic children and those with SEND (with this being regularly monitored by the SENCo and/or Dyslexia Lead).

Code	Explanation	Code	Explanation
	You have used equipment to support your learning.	GW (with initials)	A teacher or teaching assistant guided your work here.
 Beside LO.	You are developing learning in relation to the learning objective.	PW/PW	You worked together with a partner on your work here.
 Beside LO.	You are securing learning in relation to the learning objective.	CR	You have a correction to complete here.
 Beside LO.	You are mastering learning in relation to the learning objective.	CH	You have a challenge to complete here.
	Answer to individual question is incorrect. Complete a correction in purple pen.		Self-assessed. Answer to individual question is correct.
	Answer to individual question is correct.		Self-assessed. Answer to individual question is incorrect. Complete a correction in purple pen.
VF	Verbal feedback. Your teacher has explained further to support your progress.	WCF	You will receive your feedback as a whole class in the next lesson.

For written pieces of work in history, both the related enquiry question (see curriculum details on the Lantern Lane website) and the skills being taught will be identified. The teacher will indicate the degree that these have been met with the same \checkmark system detailed above. Feedback in foundation subjects will predominantly relate to the subject-specific learning but may also feature some response in respect of core subject targets personal to the child, group or class.

A question or challenge may be given to support deeper thinking on the part of the pupil, where the teacher considers this to be appropriate, or a child may be asked to correct their work in some respect. Where this is the case, time will be given in a subsequent lesson for children to respond to the teacher's feedback.

Children in the EYFS are motivated by their relationships with the adults, who know them best. The everyday conversations and celebrations of learning which take place in the moment are what stands out for the children and how they measure their own success. Class rewards systems are designed to ensure that children are shown what is good about their work in a range of ways that have meaning to them, e.g. receiving a sticker, a house point. A discussion will take place when the reward is given about why it has been earned.

In respect of areas of development, next steps for children are often put into practice before the child has even left the activity. For example, if a child doesn't use a finger space between the first 2 words, they are reminded in the moment to do so. Accordingly, there is no need for extensive written feedback by staff, especially as this will have no meaning to the children themselves. If corrections or a comment are added to a piece of work, this would be when an adult is working directly with a child to reflect on what has been achieved.

Teaching staff will, however, use the following codes to show the context of the piece of work.
GW - this piece of work has been completed with the help of an adult.

PW - this piece of work has been completed with the help of a peer.

Where neither of these codes appears, the assumption is made that the work was completed independently by the child.

Impact

The curriculum in itself is a progression model. We have a well-constructed, well-taught curriculum mapped out in history at Lantern Lane and this leads to good results because those results reflect what pupils have learned. If children are keeping up with a carefully sequenced, coherent curriculum which builds on prior learning, they are making progress.

The table below provides a framework against which is used to support the evaluation of impact in history.

The curriculum is progressive and is pitched to be appropriately challenging. Therefore, if teachers know that children are coping well and are able to demonstrate their understanding, then our curriculum is having the desired impact and children are making progress. Subject leaders undertake a full range of monitoring and evaluation in order to establish that our curriculum is having impact based on the below prompts.

How do we monitor that our curriculum is having impact?



Teachers	Children	Children's Work
<ul style="list-style-type: none"> Have they become more knowledgeable? Do they have high levels of confidence in implementing all areas of the curriculum? Can they articulate to senior leaders and subject leaders what is working well? Are they keenly aware of how children are coping with the taught content? Do they teach consistently well, applying sound pedagogical practices in all lessons? Do they plan coherent learning journeys based on the objectives and skills mapped out by the subject lead? Do they seek support from subject leads where they are less confident? 	<ul style="list-style-type: none"> Can they talk with confidence about what they have learned? Are they enthused and interested in a wide range of curriculum areas? Can they talk about the specific characteristics and skills associated with each subject? Can they share examples of their learning and explain the 'why' behind the work they have produced? Do they demonstrate good learning behaviours in all lessons? Are they able to explain how their learning within a subject builds on previous learning in that area? Are they able to make thoughtful links between subjects? Are ALL learners able to access, enjoy and make progress within the curriculum – regardless of their starting points or additional needs? 	<ul style="list-style-type: none"> Does work demonstrate they take pride in what they produce – do children show the same effort as in maths and English for example? Does it show increasing understanding of the key concepts within each subject? Does it illustrate developing understanding of the discipline of each subject as well as the declarative knowledge? Does it show a coherent teaching sequence has taken place? Does it show an emphasis on subject specific vocabulary?
<p>Governors</p>	<ul style="list-style-type: none"> Do they give positive feedback about behaviour and engagement in lessons? Do they comment on seeing high quality work and outcomes? Do they report that leaders are clear about strengths and weaknesses and have clear plans to address areas for development? 	

Ref: Adapted for Lantern Lane based on work by @DynamicDepts

As our curriculum is a progression model, and formative rather than summative assessment and responsive teaching is the most important type of assessment used by class teachers in the wider curriculum, subject leaders and senior leaders monitor this using the quality assurance model detailed below.

Quality Assurance Model		
Subject Leaders Support and Challenge	Subject Leaders Independent Quality Assurance	Subject Leaders and Senior Leaders Collaborative Quality Assurance
<p>Through own teaching, model key pedagogy for colleagues: Whole school development priorities relevant to subject area Key aspects of what a good lesson looks like in history Known areas of development Individual requests from class teachers</p> <p>Support teachers to: Interpret curriculum maps for subject Plan well-constructed sequences of lessons which build on prior learning Develop own subject knowledge Reflect how well teaching meets what a good lesson looks like in history.</p> <p>Team teach</p> <p>Keep records of strengths and areas of development for individuals and use this to inform sustained working with colleagues.</p>	<p>Is the curriculum being implemented as intended? Are the elements of what a good lesson looks like in history being used?</p> <p>Are all staff developing key priorities within the subject area (both subject specific and whole school priorities)?</p> <p>Is the curriculum meeting the needs of all staff and pupils? Monitoring and evaluation: Planning audits Lesson visits Looking at books Teacher and pupil voice</p> <p>Update records of strengths and areas of development for individuals/teams and use this to inform sustained working with colleagues.</p>	<p>Discussion of subject leaders' judgements and evidence base through termly subject leader meetings.</p> <p>Joint analysis through: Planning audits Lesson visits Looking at books Teacher and pupil voice</p> <p>Updating of whole school SEF based on improvement priorities identified by subject leaders monitoring and evaluation.</p> <p>Collaboratively establish any CPD priorities which are whole/part school.</p>

Inclusion and Special Needs

Lantern Lane aims to meet the needs of all, taking into account gender, ethnicity, culture, religion, language, disability, age and social circumstances. The provision for children with special needs is detailed in the SEND Policy. SEND pupils may be supported by additional adults, different resources or differentiated activities. We have high expectations of all children and strongly believe that all children are able to achieve in history. Some may take longer to grasp concepts and may need careful scaffolding or extra time/support.

Early Years Foundation Stage (EYFS)

In EYFS, most intended topics are taught over half a term with links made, where appropriate, between both the prime and specific areas of learning. The specifics of what is taught is directed - in part - by the children themselves and their particular interests.

The EYFS framework (2021) states that Understanding the World, the area of learning which incorporates history, requires children to make sense of their physical world and their community. Children in EYFS explore historical concepts through active exploration and their everyday play-based learning.

Children will begin to understand the concept of chronology by:

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

History in the early years supports children to achieve the early learning goal, 'Past and Present' (by the end of F2) as well as providing a solid foundation for them to begin the National Curriculum in year 1.

Role of the Subject Leader

- Ensures teachers understand the requirements of the National Curriculum and supports them to plan lessons. Leads by example by setting high standards in their own teaching.
- Leads continuing professional development; facilitates joint professional development; provides support and feedback for teachers to improve pupil learning.
- Leads the whole-school monitoring and evaluation of teaching and learning in history by observing teaching and learning in history regularly; planning whole school improvement; conducting work scrutiny to inform evaluation of progress; conducting pupil interviews.
- Takes responsibility for managing own professional development by participating in external training, independent private study, engaging in educational research and scholarly reading and keeping up-to-date with history developments.
- Keeps parents informed about history as appropriate.
- Ensures that the school's senior leaders and governors are kept informed about the quality of teaching and learning in history.

- Works in close partnership with the school's senior leaders to ensure the learning needs of all pupils in history are met effectively.
- Keeps the school's policy for history under regular review.