History Policy

At Werneth Primary School, we believe in developing the whole child; equipping them with the knowledge, skills and conceptual understanding to succeed in education and in later life.

We believe that all children have an entitlement to a rich, broad curriculum that is well matched to their needs, regardless of any barriers to learning experienced by our children. At Werneth Primary School, we believe that everyone can achieve their potential and our curriculum has been designed to ensure that all of our pupils are given the opportunities to succeed regardless of their starting point or background.

Intent

At Werneth Primary School, our History curriculum aims to equip our children with the knowledge, skills and conceptual understanding to become successful historians as well as developing their sense of curiosity, awe and wonder about the past and the world around them.

Our curriculum has been designed to meet the National Curriculum statutory requirements and provides our pupils with experiences and opportunities which best meet their learning and developmental needs (see 'Overcoming Barriers' section). Where pupils cannot access first-hand cultural experiences at home, we aim to provide these opportunities through a rich, broad curriculum enhanced by first hand experiences.

Our curriculum emphasises the importance of supporting children to acquire, develop and apply conceptual and subject specific vocabulary verbally and in writing. This provides the children with the cultural capital needed to discuss learning with increasing levels of confidence and apply this newly acquired language when reading, so that they can read and comprehend a range of texts that support further and/or future learning.

Our curriculum has also been designed to contribute to children's personal development, with teaching sequences providing opportunities for children to learn about and discuss events from the past and modern day issues and how they shape the way that we live our lives today. We aim to develop critical thinkers, whose behaviour, perspective and personal views are shaped by what they learn.

There is a clear progression of key knowledge, skills and conceptual understanding for History that outline what our pupils will learn in each year group. Progressive knowledge, skills and conceptual understanding provides our children with the building blocks to equip them for the next stage of their education, whether that be the next unit studied at Werneth Primary School or as our children move to high school.
Follow the links below to find the 'Aims', 'Attainment Targets' and 'Subject Content' of the National Curriculum.
History

Through our curriculum, we aim to develop pupils' understanding of the following historical concepts:
Historical:

- Chronology-including a sense of what was possible in different periods of history
- War and peace: including invasion, empires and power
- Culture: including art, music and philosophy
- Technology: including science and materials
- Rules, laws and rights, monarchy, democracy and rebellion
- Religion, customs and beliefs

Planning

Long Term Planning

Long term planning shows a clear progression of key knowledge, skills and/or conceptual understanding that outlines what our pupils will learn in each year group. Progressive knowledge, skills and conceptual understanding provides our children with the building blocks to equip them for the next stage of their education.
(Please see appendix 1 – Whole School Long Term Plan)

Prior to teaching a unit, teachers should familiarise themselves with the key knowledge, skills and conceptual understanding that the pupils will be assessed against. This will ensure that learning is sharply focussed on the key learning.

Medium Term Planning

The MTPs outline the following details to support teachers to create short term planning sequences:

- National Curriculum requirements,
- Key knowledge and skills pupils will learn,
- Outline of previous learning and future learning relevant to the unit,
- An overview of the following three elements:

Element 1: Historical and geographic grounding and relevance to the learner

- Locate the period in history on a timeline and develop schemata by making links to previous learning. Timeline to be pre-populated with periods of history already studied so that more time can be given to discussion. Children to place their new historical period on the timeline.
- Locate the place on a map and develop schemata by making links with similar places previously studied. Map to be pre-populated with places children have already studied.
- Develop schemata by considering the relevance of the topic. Retrieval activity looking at key concepts across two periods of history. (CIP to be used for standardisation and concepts to remain the same). Part of lesson 1 in the sequence.
- Make links to previous teaching to ask relevant, considered and insightful questions (E.g. questions that reflect an understanding of what technologies were available at the time and place being studied).
- Review and introduce relevant conceptual vocabulary.

Element 2: Causation and empathy

- What life was/is like during a period in history and/or in a particular place and develop schemata by making links to previous learning. This will include reference to:
  - Impact of technology and motivations of key people/groups
  - Impact of wealth/gender/ethnicity on daily life (if relevant).
- Understand what made events possible and develop schemata by making links with historical periods previously studied. Eg. Roman and Nazi Empires.
- Understand why and how events happened.
- Ask increasingly insightful questions, based on increased knowledge of the time and place being studied.
- Review and introduce relevant conceptual vocabulary through regular use of word aware activities at the start of lessons, when appropriate.

Element 3: A case study of place or period in history

- Compare and contrast what life was/is like during a period in history and/or in a particular place and develop schemata by making links to previous learning.
- Understand the significance of the place/historical period on the world and society today.
- Apply conceptual and contextual vocabulary to the specific context being studied. Eg. The divinity of rulers.
- Understand why and how context specific events happened. E.g. Why the Early Islamic Civilisation spread to North Africa before Europe, including reasons for rise and fall of Empires.
- Give in-depth answers to questions, based on increased knowledge of the time and place being studied.
- Develop historical enquiry skills through the study of artefacts and/or a range of sources through the use of loan boxes (hired from Your Trust Rochdale and Gallery Oldham). Where loan boxes aren't available to hire, a box has been created and is stored safely in school for use each year.

In order to develop strong schema - supporting children to know more and remember more - it may be necessary for teachers to plan sequences of lessons where the Element 2 and Element 3 are taught closely together so that

children can use their increased knowledge of chronology, location, causation and empathy to better understand the context of the in-depth study.

Teachers may also revisit an aspect of Element 1 before then teaching Element 2 and 3. For example, it may be beneficial for children to revisit the chronology between WW1 and WW2 to understand how high levels of unemployment in Germany contributed to Hitler's rise to power (Element 2- causation and empathy) in order to better understand the motivations for Germany's invasion of Europe, as part of the in-depth study.

Short Term Planning

Staff should use the MTPs to develop short term plans which will include the following information:

- National Curriculum Expectations – to identify the aims and attainment targets being studied,
- Key Knowledge and Skills – to ensure staff have a clear understanding of the objectives they will be assessing pupils against,
- Conceptual vocabulary (appendices 2)– teachers need to introduce or revisit conceptual vocabulary that links prior or future learning. For example, children need to understand the concept of empires when studying the Romans, WW2 and the British and German empires.
- Topic specific vocabulary (appendices 2) – staff will plan opportunities for the vocabulary to be acquired, developed and applied through use of word aware activities, and by providing children with opportunities to apply these words in context.
- Prior learning and future learning – staff should look back through previous MTPs to analyse the knowledge and skills which pupils should have developed prior to the unit being taught.
- Speaking and listening opportunities – staff should plan the S&L structures they will utilise and how they will be used to develop pupils' knowledge, skills and conceptual understanding.
- Retrieval practise – staff should plan short retrieval activities (labelling diagrams, list creation, multiple choice, true or false, find the fiction), which sit at the start or end of a lesson to recap previous weeks, months and years learning. For example, when studying the Romans in Year 4, it might be beneficial to revisit learning from the Stone Age to Iron Age unit in Year 3.

Implementation

Overcoming Barriers

At Werneth Primary School, we acknowledge and understand that challenging socio-economic circumstances can create additional barriers to learning for pupils. We also know that multiple factors of deprivation, including language deprivation, can create further barriers for pupils to overcome.
However, we are clear that the impact of these barriers to learning can be reduced through high quality classroom teaching and additional support, where necessary.
e.g. In History, we acknowledge that children may face the barriers to learning outlined in the table below:

Identified Barriers	Strategies to mitigate the impact
Pupils having English as an additional language and/or a language deficit.	All units have identified conceptual and subject specific vocabulary which are acquired, developed and applied. The conceptual vocabulary is revisited throughout each year group, key stage and throughout school to ensure that pupils have a firm understanding.
Limited cultural and enrichment opportunities.	Where possible, trips and visits will be booked to enhance children's learning. For example, Year 3 visit Tatton Park to take part in a Stone Age experience day. Visitors can be invited into school to carry out workshops. Visits to Gallery Oldham are inexpensive, and children can gain a lot of knowledge from trips here, especially in Year 3 and Year 4 when studying Rights and Responsibilities and the Industrial Revolution in Oldham.
Lack of access to, and experience of, written texts for many pupils.	A range of texts are available for each history unit. This includes a mixture of fiction and non-fiction texts to develop pupils understanding of the

	content being studied and to reinforce their understanding of the conceptual and topic specific vocabulary.

Teaching Sequence

During Element 1, children will complete a range of activities that give them a historical/geographical 'grounding' in the topic to be studied. Typically, this will involve the use of timelines and maps to develop children's sense of when the period of history occurred relative to modern day and other time periods previously studied and/or where the events/place being studied is relative to where we live and other places studied.

During Element 2, children should develop a sense of causation and empathy for what life was like in the place and/or time period studied. Activities will include real-life experiences, the use of visual resources and other sources to develop children's knowledge of the time period/place being studied. The aim for children's learning during Element 2 is to understand the how technology, motives and past events shaped the lives of people at the time/living in the place studied.

Element 3 will involve an in-depth study of a time period and/or place. This may be an in-depth study one aspect of life in the past or in a particular location (Eg. Skara Brae in the Year 3 Stone Age to Iron Age topic) or may be an in-depth study of a particular event/geographical feature that has an impact on life in that time period/place (e.g. an in-depth study of the importance of the River Nile to life in Ancient Egypt as part of the topic on Ancient Civilisations in Year 4).

See appendix 3 for an exemplar history MTP.

See appendix 4 for half termly planning sequence.

Teaching strategy (linked to Rosenshine's Principles of Instruction)	What this may look like within humanities teaching
A review of previous learning	Each session should start with a review of previous learning. At the start of a unit, this will be a review of learning in the previous terms or, more likely, in previous year groups. Staff should review the conceptual vocabulary taught previously and identify the links to previous learning. E.g. Children will always start a history topic by looking at such concepts as a timeline or chronology and in geography children will revisit concepts such as town, cities, countries and continents.
Present new material using small steps	Medium term planning outlines the small steps which the new material will be broken down into. Short term planning should identify the success criteria, which will be shared with pupils.
Ask questions	Staff should ensure that they ask questions to assess pupils' knowledge throughout the teaching sequence to identify where pupils may need further guidance and/or support. Staff should utilise questioning to assess the pupils' acquisition and understanding of conceptual and subject specific vocabulary.
Provide models	Staff should ensure that they model the historical and geographical enquiry skills which they plan for the children to develop, e.g. analysing primary and secondary sources and drawing conclusions. Throughout the teaching sequence, staff should model the correct use of conceptual and subject specific language and vocabulary. In acknowledging that this vocabulary may be new to the child, teachers will need to model the accurate use of this vocabulary, both verbally and in writing.
Guide student practice Obtain a high success rate Independent practice	Staff should use the 'I do, we do, you do' principle within lessons. For example, in geography, staff should model how to accurately locate places on maps and/or atlases using grid references. Pupils will then practice this independently and staff will guide and support pupils. In history, staff should model how to accurately place events on a timeline. Pupils will then practice this independently with staff supporting the process.

Provide scaffolds for difficult tasks	The expectation will be for all pupils to access the same learning intention. Scaffolds and supporting resources should be used to enable all pupils to access the learning. e.g. writing frames, vocabulary support for key resources and conceptual and subject specific language (Communication in Print). Speaking frames can be used to support pupils' acquisition, use and application of key vocabulary, e.g. sentence stems for pupils to use when demonstrating their understanding.
Retrieval practise	Staff should use starters and plenaries to review the learning that has taken place. Staff should use agreed retrieval approaches (labelling diagrams, list creation, find the fiction, true or false and multiple choice). Staff can review learning from the current topic but should also review learning from previous topics and year groups.

Adaptations

In History, we aim for almost all children to meet the objectives set out in the Werneth Primary School long term plan and the National Curriculum. We recognise that some Werneth Primary School learners experience barriers to learning and that- because the majority of our children are EAL learners- most of our children experience additional risk factors (https://www.bell-foundation.org.uk/app/uploads/2017/05/EALachievementStrand-1.pdf)

However, we believe that adaptive teaching strategies can support all of our children to access the curriculum so that they develop the same knowledge, skills, vocabulary and conceptual understanding as their peers and meet the demands of our challenging curriculum.

In History, the following strategies may be used to adapt the curriculum to meet Werneth Primary School learners' needs*:

-Word aware activities to introduce, recap and reinforce Tier 2 (high frequency words that occur across contexts e.g. *compare, contrast, endure*) and Tier 3 vocabulary (low frequency words that are limited to a particular domain. E.g. Palaeolithic, Mesolithic and Neolithic);
-The use of scaffolds- including speaking and writing frames- to support and guide children's expressive vocabulary;
-Physical resources and/or experiential learning opportunities to develop schemata and conceptual understanding;
-Cooperative learning strategies and strategies that promote active participation in lessons (Kagan strategies, drama, 'no hands-up' strategies);
-EAL/Inclusive strategies, including the use of visuals, dual-coded activity sheets, sequencing activities, labelling/matching activities;
-Adaptive adult support, including modelling, prompting and/or clueing.

***Please note that this list is not exhaustive and that other adaptive strategies may be used, as appropriate, to meet learners' needs.**

Provision for higher attaining pupils

Higher attaining pupils will be expected to speak confidently about their learning and makes links to their previous learning. Staff should adapt their questioning to prompt higher attaining pupils to further develop their reasoning and explanations.

Recording of Work

All work will be recorded in pupils' red topic books.
When pupils record work on timelines and maps, these should then be stuck carefully into pupils' books.

Cross curricular writing

The vast majority of writing units link directly to the History (and Geography) units studied. All cross curricular writing can be found in the pupils' English books. For example, in Year 2, when studying The Great Fire of London, the children write a recount based on the events which occurred. In Year 3, when studying the Stone Age to Iron Age, the children write an acrostic poem explaining what happens during this period and in Year 6, when studying WW2, the children write a diary entry in role as an evacuee.

Feedback and Marking

All work within foundation subjects should be marked prior to the next lesson.

When marking work in foundation subjects, staff should **pick up on English errors if appropriate**, but remember that the focus should be on the learning intention of the lesson. For example, if a child is spelling common words incorrectly and this is a target of theirs, the teacher may choose to circle this for the child to correct, thus reinforcing the feedback given in English lessons.

Teachers must address spelling errors related to conceptual or subject specific vocabulary.

Assessment

When used effectively, assessment helps pupils to embed knowledge and use it fluently, and assists teachers in producing clear next steps for pupils.

At Werneth Primary School, our medium-term planning sets out clear end points for individual units of work for the year group. These end points reflect the attainment targets set out in the National Curriculum.

Formative Assessment

Formative assessment strategies are intended to support teachers to identify the knowledge, skills and conceptual understanding which has been secured and to identify misconceptions and less secure knowledge skills and conceptual understanding. Teachers will use this information to adapt and plan sequences of lessons that are well matched to the pupils' needs.

Teachers will regularly update the summative assessment form (in the 'Assessment' folder on the Werneth Shared Area) as appropriate during the sequence of teaching so that lessons can be adapted to address gaps in learning.

Summative Assessment

In EYFS, a baseline assessment in Autumn 1 is completed for all areas of the EYFS curriculum and each area is subject to the three assessment points (Autumn 2, Spring 2, Summer 2).

In Year 1-Year 6 teachers must complete summative assessments against the subject-specific objectives at the end of each unit/sequence of learning (see Appendix 6 for an example of end of unit assessments, as attached to short term planning).

These end of unit assessments will be used to determine a cumulative end of year summative judgement about whether a child is working 'at' (S), 'within' (W) or below (B) age-related expectations.

Only these final- end of year- summative assessment subgrades need to be recorded on Target Tracker in the Summer 2 half term (see individual subject assessment documents for thresholds).

These teacher assessments will be moderated internally (by Senior Leaders, Subject Leaders and/or other teachers) and/or externally for EYFS (as requested by the local authority and/or working with other schools).

Impact

In order to measure the impact of teaching and learning in History, the subject leader and/or senior leaders will triangulate evidence from a range of sources. The subject leader will place greater or lesser emphasis on particular monitoring activities, in line with the above statement about recording pupils' work.

- Books and/or learning journeys,
- Assessment information and/or summative assessment data,
- Lesson observations and/or learning walks,
- Pupil voice,

At the end of each teaching sequence, pupils should be provided with the opportunity to reflect upon and demonstrate their learning. This includes identifying their understanding and making links (topic to topic, topic to self, topic to world).

COVID Addendum

Across the wider curriculum, there are now significant gaps in knowledge and skills due to the school closures in Spring and Summer 2020. Whole units of work have not been taught meaning that children are less able to access

pre-requisite knowledge when learning something new and they are less likely to make connections between concepts and themes throughout the curriculum. Children have also missed out on the curriculum experiences e.g. trips, visitors and/or other enrichment activities that would support them to *know more* and *remember more*. Unfortunately, there will not be enough time available to go back and teach all missed content.
However, a strong focus upon conceptual vocabulary will support pupils' learning. Staff will also identify any pre-requisite knowledge and skills which must be introduced before beginning a new unit.

Appendix 1 – History Curriculum Synopses (long term planning)
https://www.wernethprimary.org.uk/Curriculum/Curriculum/

Appendix 2 - Vocabulary Progression
https://docs.google.com/document/d/1FjvnCT0tE-AXg2cChUIR1SfPUuwhDHcu/edit?rtpof=true