



*Inspiring All to Excellence*



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**Ankermoor Primary Academy**

# **History Policy**

## Document Control

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## Version Control

Version	Date	Amended by	Comments

Section	Changes Made

## Rationale/ Principles

It is the aim of Ankermoor Primary Academy to equip pupils with the ‘cultural capital’ they need to succeed both today and in their future. We believe that our History curriculum should be:

- A mastery of subject-specific History knowledge.
- Founded on developing knowledge, skills and understanding (KSU).
- Knowledge focused. Skills are the by-product of the knowledge, not its purpose. ‘Invaluable knowledge’ forms the content of our curriculum.
- Inspiring so pupils are engaged and passionate about British and World history.
- Memorable and sensitive to the local context; abounding with real-life experiences.
- Coherent, well sequenced and progressive through and across key stages and year groups, building on children’s prior learning.
- Challenging, flexible, inclusive and responsive to all learner’s needs.

Our curriculum is based on the principles that:

- Learning is defined as an alteration in long-term memory. If nothing has altered in long-term memory, nothing has been learned.
- Progress means knowing more and remembering more.
- Knowledge is generative or ‘sticky’.
- Vocabulary is imperative to academic success and so the children must be exposed to a broad and repetitive vocabulary bank.

## Intent

At Ankermoor Primary Academy, we intend to build a History curriculum that draws from and makes full use of the immediate and wider local area, enabling children to develop a deep understanding of the rich history of their locality.

Topics are informed by the national curriculum and are sensitive to children’s interests, as well as the context of the local area.

The History curriculum at Ankermoor Primary Academy is carefully planned and structured to ensure that current learning is linked to previous learning and that the school’s approaches are informed by current pedagogy.

In line with the national curriculum 2014, the curriculum at Ankermoor aims to ensure that all pupils:

- Gain a coherent knowledge and understanding of Britain’s past and that of the wider world which helps to stimulate pupils’ curiosity to know more about the past;
- Are encouraged to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement;

- Begin 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.

## Implementation

History is taught weekly, in alternating half-terms with Geography, so that children achieve depth in their learning. The key knowledge and skills that children acquire and develop throughout each block have been mapped to ensure progression between year groups throughout the school. At the beginning of each new history topic, teachers refer to a timeline, to develop children's understanding of chronology.

Each topic is introduced with reference to the chronology of previous topics (including those from previous years). The KWL strategy (What I Know, What I would like to know and what I have learnt) is used to check existing knowledge at the beginning of each history topic and this process informs a programme of study that is responsive to children's interests. Key knowledge is reviewed by the children and rigorously checked and consolidated by the teacher.

By the end of year 6, children will have a chronological understanding of British history from the Stone Age to the present day. They are able to draw comparisons and make connections between different time periods and their own lives. Interlinked with this are studies of world history, such as the ancient civilisations of Greece and the Egyptians.

The school's own context is also considered, with opportunities for visits to places of historical interest and learning outside the classroom also identified and embedded in practice. Visits to the local area and use of local artefacts, such as the use of maps and photographs of the local area also support contextualised learning, as well as the acquisition of key knowledge and systematic development of key skills.

Planning is informed by and aligned with the National Curriculum. In addition, staff have access to the 'Focus' scheme of learning and the resources that are provided. However, teachers' lesson design is not limited by the scheme and teachers have access to further guidance from national agencies, including the History Association, of which our academy is a member. The History curriculum is designed to ensure appropriate diversity in the significant figures that children learn about.

Teachers cater for the varying needs of all learners, differentiating activities where necessary and as appropriate, ensuring an appropriate level of challenge.

Outcomes of work are regularly monitored to ensure that they reflect a sound understanding of the key identified knowledge. The Early Years Foundation Stage (EYFS) follows the 'ITM' model and therefore historic knowledge will be taught incidentally. There will be key historical events covered too throughout the year such as: the Queen's Jubilee.

## **Impact**

Outcomes in History (topic) books evidence a broad and balanced history curriculum and demonstrate the children's acquisition of identified key knowledge. Emphasis is placed on analytical thinking and questioning and children demonstrate a coherent knowledge and understanding of Britain's past and that of the wider world, in addition to being curious to know more about the past. Through this study pupils ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement.

## **Planning**

The History curriculum is mapped via the long term plan (LTP), to ensure alignment with the national curriculum in both subject content and stated programmes of study. This LTP ensures progression and broad coverage across the school. Key knowledge and skills have been informed by the stated programme of study, as well as the school's local history context, and build sequentially towards specific end points at the end of each Year group or phase - Y1 & 2, Y3 & 4, Y5 and Y 6. These key skills and knowledge are explicitly outlined on the Progression Maps and each individual unit's medium -term plan (MTP), which also state the key vocabulary for each unit. The Progression Map statements have been split into the key strands of Chronological Understanding, Knowledge and Interpretation and Historical Enquiry.

Lessons are planned to enable children to acquire key knowledge alongside the development of key skills in History and outcomes of work will reflect this. Children will develop their enquiry skills and develop the ability to analyse, question and compare sources of evidence to form their own judgements about the past. The organisation and implementation of the History curriculum will help children to foster an enthusiasm and sense of curiosity about the past.

## **Assessment, Recording and Reporting**

At the start of each unit and individual lesson, it is important that teachers are aware of the prior knowledge that the children already have. This prior knowledge will be twofold: what can the children remember about the topic from previous lessons and what they have learnt from their experiences. Some of this prior knowledge will be right but some may often be wrong. Teachers should address misconceptions before moving on.

The provided progression maps and assessment maps give teachers a clear understanding of the "sticky knowledge" that children should have retained from previous units. These can be used to help guide assessment for learning (AfL) questions.

There are relatively few assessment statements included in the assessment maps, as these knowledge statements should be what pupils retain forever. In other words, this knowledge is within their long-term memory and will be retained. There is a difference between knowledge that will be retained close to the point of teaching and that which will be retained forever. In effect, 'sticky knowledge' refers to the long-term memory and should not be assessed too close to the point of teaching. Our start of lesson AfL questions reflect these beliefs, assessing short-term and

long-term retained knowledge. Prior knowledge for the subsequent lesson may also be assessed at this point.

At the start of the unit, children are given the lead enquiry question and asked for their initial thoughts (e.g. KWL). These can be recorded in a variety of different ways and adapted to suit age. Key knowledge is reviewed by the children and rigorously checked and consolidated by the teacher at the end of each unit of work. An assessment map shows the expectation of retained knowledge throughout the school and these simple assessment statements help to inform teacher assessment.

## **Roles and responsibilities**

*Subject Leader:* Humanities Faculty: To lead staff, focusing on History, to ensure high standards of teaching and learning enable all children to develop as independent, confident, effective and responsible learners.

*Head Teacher:* To ensure staff are fully able to deliver History appropriately and that pupils are receiving their entitlement.

*Humanities Faculty:* To formulate the long-term curriculum plan and medium-term planning, ensuring that History is embedded across school.

*Teachers and Teaching Support Staff:* To deliver a curriculum of progressive units of work, enabling the development of pupils' knowledge, understanding and skills.

*Governors:* To agree and review the History Policy on a regular basis. Question the Headteacher and the Humanities faculty to ensure that the policy is implemented and impacts positively on learning and teaching.

*Learners:* Have a responsibility to take an active part in their learning, responding positively. Also, to be active participants in personalising and extending their own learning at school and at home.

*Other adults including parents:* To realise that learning takes place, not only within the classroom but in all environments. Value and recognise their role in shaping children's attitudes and life-long learning experiences. To create positive relationships with all children. To recognise their impact on children's self-esteem.

## **Learning Environment and Resources**

As a school, we are following the 'Focus' scheme of work. We have selected and adapted the scheme to fit the needs of children at Ankermoor. During our adaptation, we have ensured that sessions are progressive and well sequenced across a unit and across the school curriculum. A particular focus has been upon ensuring the chronological order of both British and World history in separate strands, by the end date of each period. Each Key Stage has a timeline showcasing the curriculum and the topics studied at Ankermoor Primary Academy. Please note that the grey topics on the timelines are currently not included in our curriculum, however we feel it is pertinent that the children can see where these periods fit in chronologically with the eras that they are studying.

The chosen scheme of work provides some Power Point resources for units and these are intended to provide possible ideas, scaffolds and resources for lessons. They are to be adapted to suit teachers' planning and the needs of the children.

Where possible, trips and external visitors will also be used to support the learning taking place in the classroom.

Physical artefacts and resources are stored centrally in the resource room, with boxes clearly labelled for different topics taught.

Key texts are also used either as a hook at the start of the lesson or during the plenary to recap/reinforce learning. Additional fictional texts may also be used to enhance the learning and knowledge of a topic. Library boxes delivered each term provide a variety of non-fiction texts to provide background information to support learning.

## **Monitoring and evaluation of the Policy**

The role of the Humanities Faculty in the context of this policy is to:

- ◆ Ensure the Intent, implementation, and Impact is clear and is measured.
- ◆ Monitor and evaluate the impact of effective learning and teaching strategies within the subject area.