

Wardley CE Primary School

History Policy



Name of Reviewer	Mark Foster
Date of Approval of Governing Body	September 2024
Signature of Chair	<i>Alan Johns</i>
Signature of Head	<i>Mark Foster</i>
Date Due for Review	September 2027

EQUALITY STATEMENT

As a school we welcome our duties under the Equality Act 2010. The general duties are to:

- eliminate discrimination, harassment and victimisation
- advance equality of opportunity
- foster good relations

We review all policies and procedures we operate to ensure there are no negative equality impacts based on the following protected characteristics: age, disability, ethnicity & race, gender (sex), gender identity & reassignment, pregnancy & maternity, sexual orientation, religion & belief and non-belief as outlined in the Equality Act 2010. If you feel, on reading this policy that there may be a negative equality impact, please tell us about this. Please also let us know if you need to access this policy in a different format. You can do this by contacting the school office.

Our school vision

We are a Church of England school that values and recognises the uniqueness of each individual child and acknowledges their fundamental right to be educated to their full potential in a safe, secure and caring environment. Our ethos is built on Christian foundations and drives our belief that we can do all things.

Wardley CE Primary School is committed to continual improvement to ensure that what we do today is even better tomorrow. We provide a happy, secure and supportive learning environment where the children develop independence and work hard to make the most of their talents, and that 'We can do all things' within a deep and rich curriculum.

We can do all things through Christ who strengthens us. Phillipians 4:13

Practical ways in which we attempt to carry out our school vision

Through the Christian value of respect:

- Having strong ethics to underpin our decision making and actions.
- Creating an environment which promotes the Christian ethos of trust, respect and honesty to enable people to flourish.
- Promoting a sense of justice.
- Creating a strong moral purpose which underpins everything we do

Through the Christian value of friendship:

- Having an inclusive ethos to create a school in which everyone is welcome and everyone is equal.
- In celebrating diversity we value the strengths of all and embrace differences.
- Engaging stakeholders within and beyond the school.

Through the Christian value of trust:

- Having a strong sense of teamwork amongst all members of the school community.
- No matter how small, we value every contribution and support each other to reach our goals.
- In respecting each other, we strive to not let each other down.
- In feeling valued and empowered people have a desire to go the extra mile.

Through the Christian value of courage

- Recognising, supporting and developing everyone's potential.
- Nurturing skills and promoting opportunities.
- Creating an environment for people to think positively and take risks.

Through the Christian value of perseverance:

- Through continual enhancement we are constantly striving to achieve high standards, we never stand still.
- All improvements are underpinned with high aspirations.
- When problems arise, we must hold on to our vision and find solutions.
- We inspire and innovate and we support others to do the same.

Spiritual Moral Social & Cultural Statement

At Wardley CE Primary School we aim to encourage children's interest and understanding about the life of people from the past and ways in which it differs from the present. History is concerned with sequence, time and chronology and is the study of evidence about the past; it gives us a sense of identity, set within our spiritual, moral, social and cultural (SMSC) relationships.

Spiritual education in history involves the mystery of how and why events in the past happened and helping children to realise that events did not have to happen that way, they could have taken other directions. This is a vital part of almost all history lessons at Wardley CE Primary, focusing on cause and consequence. History also involves exploring the significance some individuals have had in the past and how their actions still impact us today. The use of sources and artefacts allows children to understand similarities between people now and people in the past and bring them closer to how people in history felt.

Moral education in history involves children having the opportunity to comment on moral questions and dilemmas. History helps us to recognise that there is right and wrong but sometimes there are very complex situations. Children learn how to empathise with the decisions individuals made in the past, based on their historical situation and learn to develop their opinion on these matters.

Social education in history helps children to consider what past societies have contributed to our culture today. Children's own social development is encouraged through group work and problem solving. History also is a key part in developing a child's skill of expressing themselves clearly and communicating better.

Cultural education involves children developing a better understanding of our multicultural society through studying links between local, British, European and world history.

Intent

At Wardley CE Primary School, we are HISTORIANS! We want our children to love history. We want them to have no limits to what their ambitions are and grow up wanting to be archivists, museum curators, archaeologists or research analysts. Our aim is that, through the teaching of history, we stimulate all children's interest and understanding about the life of people who lived in the past. We teach children a sense of chronology, in order to develop a sense of identity and a cultural understanding based on their historical heritage. This enables our children to learn to value their own and other people's cultures in modern multicultural Britain.

We aim to make all children aware of the actions of important people in history and enable children to know about significant events in British history, whilst appreciating how things have changed over time. History will also ensure our children understand how Britain developed as a society, contributing to their understanding of their

country of residence. Furthermore, our children will learn about aspects of local, British and Ancient history. This wider awareness leads to the children having some knowledge of historical development in the wider world. We believe that by allowing the children to understand the importance and enjoyment of history through different opportunities, they will become enthused learners in history. In history at our school, we will also give children opportunities to develop their skills of enquiry, investigation, analysis,

Our subject intent is that to be a historian at Wardley CE Primary means that you have:

- An excellent knowledge and understanding of people, events, and contexts from a range of historical periods and of historical concepts and processes.
- The ability to think critically about history and communicate ideas very confidently in styles appropriate to a range of audiences.
- The ability to consistently support, evaluate and challenge their own and others' views using detailed, appropriate and accurate historical evidence derived from a range of sources.
- The ability to think, reflect, debate, discuss and evaluate the past, formulating and refining questions and lines of enquiry.
- A passion for history and an enthusiastic engagement in learning, which develops their sense of curiosity about the past and their understanding of how and why people interpret the past in different ways.
- A respect for historical evidence and the ability to make robust and critical use of it to support their explanations and judgments.
- A desire to embrace challenging activities, including opportunities to undertake high-quality research across a range of history topics

Implementation

At Wardley CE Primary School the teaching and learning of history is based upon the CUSP History curriculum.

CUSP History draws upon prior learning, wherever the content is taught. For example, in the EYFS, pupils may learn about the past and present through daily activities, exploring through change, and understanding more about the lives of others through books and visitors as well as their own experiences. These experiences are drawn upon and used to position new learning in KS1.

The structure is built around the principles of advancing cumulative knowledge, chronology, change through cause and consequence, as well as making connections within and throughout periods of time studied.

CUSP History is planned so that the retention of knowledge is much more than just 'in the moment knowledge'. The cumulative nature of the curriculum is made memorable by the implementation of Bjork's desirable difficulties, including retrieval and spaced retrieval practice, word building and deliberate practice tasks. This powerful interrelationship between structure and research-led practice is designed to increase substantive knowledge and accelerate learning within and between study modules. That means the foundational knowledge of the curriculum is positioned to ease the load on the working memory: new content is connected to prior learning. The effect of this cumulative model supports opportunities for children to associate and connect with significant periods of time, people, places and events.

CUSP History strategically incorporates a range of modules that revisit, elaborate and sophisticate key concepts, events, people and places.

A guiding principle of CUSP History is that pupils become 'more expert' with each study and grow an ever broadening and coherent mental timeline. This guards against superficial, disconnected and fragmented understanding of the past. Specific and associated historical vocabulary is planned sequentially and cumulatively from Year 1 to Year 6. High frequency, multiple meaning words (Tier 2) are taught alongside and help make sense of subject specific words (Tier 3). Each learning module in history has a vocabulary module with teacher guidance, tasks and resources.

CUSP fulfils and goes well beyond the expectations of the National Curriculum as we believe there is no ceiling to what pupils can learn if the architecture and practice is founded in evidence-led principles.

Principles of Implementation

The study of the past - learning about people, places, events and changes.

In history at Wardley CE Primary School the pupils develop both their substantive and disciplinary knowledge of the subject. The aim is to gain conceptual fluency and to be able to think like an historian.

1. Substantive knowledge - this is the subject knowledge and explicit vocabulary used about the past. Common misconceptions are explicitly revealed as non-examples and positioned against known and accurate content. Misconceptions are challenged carefully and in the context of substantive and disciplinary knowledge. In CUSP History, it is recommended that misconceptions are not introduced too early, as pupils need to construct a mental model in which to position new knowledge.

We have defined six substantive concepts as the vehicle to connect the substantive knowledge. These are defined at the start of every study in the Big Idea. These substantive concepts are:

1. Community
2. Knowledge
3. Invasion
4. Civilization
5. Power
6. Democracy

More details about these substantive concepts is set out in the history Curriculum Document.

2. Disciplinary knowledge – this is the use of that knowledge and how children construct understanding through historical claims, arguments and accounts. We call it ‘Working Historically.’ The features of thinking historically may involve significance, evidence, continuity and change, cause and consequence, historical perspective and contextual interpretation. Content infused and adapted from History Association – Teaching History 179 and 180, 2020.

We have defined six disciplinary concepts as the vehicle to connect the disciplinary knowledge. These disciplinary concepts are:

1. Chronology
2. Cause & Consequence
3. Change & Continuity
4. Similarity & Difference
5. Evidence
6. Significance

Historical analysis is developed through selecting, organising and integrating knowledge through reasoning and inference making in response to our structured questions and challenges. We call this ‘Thinking historically’.

4. Substantive concepts, such as invasion and civilisation are taught through explicit vocabulary instruction as well as through the direct content and context of the study.

At Wardley CE Primary School, the predominant mode of teaching is whole class history teaching with appropriate adaptive support being given in line with the CUSP curriculum and the school’s teaching & learning policy. There is no specialist teaching in history and it is taught by the class teacher.

Thinking Like A Historian

Pupils make more sense and deeper understanding of the substantive concepts and knowledge by using what they know through disciplinary knowledge.

The Disciplinary History Map is used to identify the opportunities to think hard and use the substantive content in a disciplinary manner by thinking like a historian.

The CUSP Thinking Hard History Tasks give teachers the opportunity to consolidate or elaborate pupil thinking through disciplinary knowledge tasks. The aim is to attain conceptual fluency.

History in the EYFS

In nursery and reception children will, within their Understanding of the World, work towards the following outcomes:

- Begin to make sense of their own life-story and family's history
- Comment on images of familiar situations in the past
- Compare and contrast characters from stories, including figures from the past

By the end of Reception children should:

- Talk about the lives of the 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.

At Wardley CE Primary School we use the CUSP Early Foundations offer to help structure the foundational knowledge, opportunities and experiences in our EYFS history curriculum. The CUSP Early Foundations offer is presented in three parts;

Foundational knowledge: sets out what the pupils should know and be able to do throughout the EYFS and how this will support their development and prepare them for success in key stage 1 and beyond.

Opportunities and experiences: how this foundational knowledge can be learnt through guided activities that will allow pupils to explore, experiment with and think hard about new and important concepts.

Structured storytime: core texts will introduce key language, ideas and themes that pupils will need to access the foundational knowledge, built into a framework that is based on research about effective literacy instruction.

The key historical strands that are developed within the EYFS can be seen as:

- Chronology
- Changes within living memory
- Their families
- Significant people & events

- Understand the past through story
- Enquiry

The structured storytime texts and linked historical strands that the pupils will encounter in the EYFS are shown below:

Nursery

Autumn	Spring	Summer
Come Over To My House <i>-Their families.</i>	Favourite Nursery Rhymes <i>-Understand the past through stories.</i>	The Queen's Hat <i>-Significant people and events.</i> My First Heroes - Explorers <i>-Significant people and events.</i>

Reception

Autumn	Spring	Summer
My Family & Other Families <i>-Their families.</i>	Anansi & The Golden Pot <i>-Chronology.</i> <i>-Changes within living memory.</i> <i>-Their families.</i> Each Peach Pear Plum <i>-Chronology.</i> <i>-Changes within living memory.</i> <i>-Enquiry.</i> You Choose Fairy Tales <i>-Chronology</i> <i>-Changes within living memory.</i> <i>-Enquiry.</i>	The Way Back Home <i>-Significant people</i> <i>-Understand the past through stories.</i> Bear Shaped <i>-Changes within living memory.</i>

Specific ideas for the provision to shape the opportunities and experiences that the pupils will encounter is set out in the CUSP Early Foundations document for history.

History in KS1 & KS2

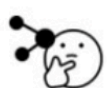
KS1 & 2 School Overview

	Autumn	Spring	Summer
Year 1	Changes within living memory	The lives of significant people (Mary Anning and David Attenborough)	More lives of significant people (Neil Armstrong, Mae Jemison, Bernard Harris Jr., Tim Peake)
Year 2	Events beyond living memory (Great Fire of London)	Significant historical events, people, places in our locality	Significant historical events, people, places in our locality Revisit – Events beyond living memory
Year 3	Stone Age – Iron Age	Stone Age – Iron Age Rome and the impact on Britain	Rome and the impact on Britain
Year 4	Britain's settlement by Anglo-Saxons and Scots Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor	Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor Ancient civilisation - Egypt	Ancient civilisation - Egypt
Year 5	Ancient Greece	Ancient Greece Comparison study – Maya and Anglo-Saxons	Comparison study – Maya and Anglo-Saxons
Year 6	Local History Study - how did conflict change our locality in World War 2?	Windrush generation	5 significant monarchs

How pupils learn

- Class timetables have been built to ensure a broad and balanced curriculum.
- Subjects have been blocked in a spaced retrieval model to support catch up and maximize learning time
- Art has been timetabled in an extended session to enable children to have time to develop depth.

An essential component to CUSP lessons is the systematic and coherent approach that we embed focusing on the six phases of a lesson.



Connect



Explain



Example



Attempt



Apply



Challenge

Overview of Knowledge

The overview provides a list of the expected outcomes for the block provides details of the artistic knowledge and skills pupils will be expected to have acquired by the end of the block. It includes detailed explanations of the core knowledge covered in each block

Knowledge Organisers

Dual coded knowledge organisers contain core information for children to easily access and use as a point of reference and as a means of retrieval practise.

Mapping of Knowledge

The sequence of learning makes clear essential and desirable knowledge, key questions and task suggestions for each lesson and suggested cumulative quizzing questions.

Knowledge Notes

Knowledge notes are an elaboration in the core knowledge found in knowledge organisers. Knowledge notes focus pupils' working memory to the key question that will be asked at the end of the lesson. It reduces cognitive load and avoids the split-attention effect.

Retrieval Practise

Retrieval practise is planned into the curriculum through spaced learning and interleaving and as part of considered task design by the class teacher. Teaching and learning resources are provided for class teachers so they can focus their time on subject knowledge and task design.

Vocabulary

The units are supported by vocabulary modules which provide both resources for teaching and learning vital vocabulary and provide teachers with Tier 2 and 3 vocabulary with the etymology and morphology needed for explicit instruction details relevant idioms and colloquialisms to make this learning explicit.

We aim to provide a high challenge with low threat culture and put no ceiling on any child's learning, instead providing the right scaffolding for each child for them to achieve.

Links to the Wider Curriculum

At Wardley CE Primary School history is taught throughout each term and we teach history discreetly. We try to link history to other subjects to help build on prior knowledge whilst ensuring no tenuous link is made. These links are mapped out in the

At Wardley CE Primary School history contributes significantly to the teaching of English in our school by actively promoting the skills of reading, writing, speaking and listening. Some of the texts that we use in English in lessons are historical in nature. Children develop verbal skills through discussing historical questions or presenting their findings to the rest of the class.

At Wardley CE Primary School history teaching contributes to the teaching of mathematics in a variety of ways. Children learn to use numbers when developing a sense of chronology through doing activities such as time-lines. Children learn to interpret information presented in graphical or diagrammatic form.

At Wardley CE Primary School we use computing in history teaching where appropriate. Children use computing in history to enhance their skills through activities such as researching historical information using the internet.

At Wardley CE Primary School history contributes significantly to the teaching of personal, social, citizenship and health education. Children develop self-confidence by having opportunities to explain their views on a number of social questions such as how society should respond to immigrants. They discover how to be active citizens in a democratic society by learning how laws are made and changed, and they learn how to recognize and challenge stereotypes and to appreciate that racism is a harmful aspect of society. They learn how society is made up of people from different cultures and start to develop tolerance and respect for others.

At Wardley CE Primary School when teaching history, we contribute to the children's spiritual development where possible. Children find out how British society has changed over time. The history programme of study enables children to understand that Britain's rich cultural heritage can be further enriched by the multicultural British society of today.

CUSP History Subject Leaders Handbook

This document sets out in detail the CUSP History curriculum and the evidence-led practice and theory on which it is founded.

Impact

The impact of our History curriculum will be seen in the strong progress our pupils make as they move through school. The pupils will show this through knowing more, remembering more and being able to do more. It is about the pupils developing their ability to think artistically. It is about them connecting existing and new knowledge, developing competence and making links.

Children will therefore be expected to leave Wardley CE Primary School reaching at least age related expectations for history. Our history curriculum will also lead pupils to be enthusiastic learners, evidenced in a range of ways, including pupil voice and their work.

Assessment & Feedback

At Wardley CE Primary School assessment is in line with the school's assessment policy. Teachers are expected to assess at the end of each topic against the subject's substantive and disciplinary knowledge, which enables teachers to track each child's progress. These are based on the subject's National Curriculum programme of study,

Assessment is both formative and at the point of learning as well as summative to feed forward to the next point of contact pupils will have.

- On-going formative assessment- this includes the use of day to day assessment for learning classroom practice and feedback. It looks at the pupil's development of key knowledge and skills. It can include short tests and quizzes. The aim is to reactivate thinking, make links and connect ideas to better embed them in the long term memory.

- Long term summative assessment - this looks at the subject's substantive and disciplinary knowledge. The summative assessment information is collected on a termly basis as outlined in the school's assessment policy. It is based on a secure fit assessment of each pupil's performance by the class teacher. This data also provides an overview of whole school progress for the subject leader. Recording of assessment is multi-faceted. We support whole class feedback and marking principles. Any notes made must be useful and insightful, not lengthy or cumbersome.

Feedback

The effective use of feedback is multi-faceted. We support whole class feedback and marking principles. Any notes made must be useful and insightful, not lengthy or cumbersome.

In short, assessment can be complex. William, Hattie, Didau, the EEF and many others have grappled with the purpose, structure and ultimate aim that teacher feedback impacts on pupil learning.

All the evidence points towards feedback being most impactful as near to the point of learning as possible. That is why the 6 phases of a lesson allows teachers the space to listen, watch and interact to intelligently give feedback at the point of learning.

In summary, feedback should pay attention to these three questions:

1. Does feedback provide CLARIFICATION?

Are pupils on the right track? If they are not, do they know how to improve?

2. Does feedback provide SOPHISTICATION?

Do pupils get the opportunity to elaborate and respond to challenges, regardless of starting points?

3. Does feedback MOTIVATE?

Do pupils recognise and act upon the feedback through verbal comments and marks that teachers and support staff make? Do they see themselves as part of the learning process, rather than just being done to?

Making notes of these iterations is never at the expense of quality teaching. Teachers and support staff can summarise notes about the lesson, who stood out, who needed support can be brief and simple.

Feedback, quizzes, thinking hard tasks and structured assessment tasks all contribute towards the bigger picture of how well pupils retain and remember the content.

The school's feedback and assessment forms are used as a tool to quickly summarise and capture the learning, lesson to lesson. They are not designed to be fully comprehensive, but as a formative tool to capture and record, so that information can be fed forward to provide insights into the next lesson or summarised at the end of a study.

Role of the subject leader.

The history subject leader at Wardley CE Primary School is Mark Foster.

The role as a subject leader is to act as a guardian of the standards in the subject.

This means that they know:

- How well pupils achieve.
- What the strengths of provision are
- What needs to be done to improve outcomes.

To achieve this subject leaders undertake the following monitoring activities on a termly basis:

- Pupil book study
 1. What impact is our CURRICULUM having?
 - *What effect is the curriculum architecture having?*
 2. Does teaching support LONG-TERM LEARNING?
 - *Is the evidence-led practice really being deployed at a classroom level, or is it superficial?*

3. Do tasks enable pupils to THINK HARD and CREATE LONG-TERM MEMORY?

- Lesson observations.
- Discussions with both adults and children.

In addition subject leaders will:

- Support staff in their development of planning and to monitor planning.
- Facilitate the sharing of good practice among staff.
- Work together with colleagues to raise standards.
- Ensure that the policy documents and curriculum resources remain useful and current.

History and links to home.

Ideas about how parents and carers can help their child with history at home are sent out on the class curriculum leaflets each half-term. History is often the focus of the half-term homework project. This allows the children to use their imagination to present their projects in a variety of ways such as in written, oral or pictorial form as well as using ICT.

Inclusion

At Wardley CE Primary School all children have access to history lessons and activities regardless of their characteristics or ability. Teaching approaches provide equality of opportunity by making sure the work is suitable for all, regardless of gender, considering religious and cultural beliefs and enabling those with disabilities to have full participation

Through adaptive teaching and our CUSP curriculum model we provide all children with the tools and support to be involved and access every history lesson. This is the high quality teaching model that is set out in our teaching and learning policy.

"Central to this debate (what inclusive education looks like) should be the rights of the child as a learner. How do we design learning environments and learning activities that will ensure that each child is an active participant in the learning process and not a bystander, a peripheral participant, watching the activity of others? How can we support families, teachers and professionals to include those learners in all aspects of the curriculum to achieve this goal?" Barry Carpenter, Enabling Access

We believe that the CUSP curriculum architecture, that is built around retrieval practice and spaced retrieval practice, combined with evidence led teaching and generative learning tasks that are appropriately scaffolded are essential components in answering Barry's question.

Support staff play a vital role in universal quality first teaching. The principles of instruction, vocabulary teaching and generative learning tasks are universal in a school. All staff use and deploy these research-facing strategies.

To promote an inclusive environment in history we will use the following provision model:

Wave 1 Support

Inclusive Quality First Teaching

Differentiated planning and work
Additional concrete resources to support learning in class e.g. number lines, word mat, visualiser
Inclusive ethos and learning environment – SEN Policy, Accessibility Policy, SEN Information Report.
Behaviour management
Effective deployment of staff and support staff
Consideration of teaching programs and planning for varied learning styles
Accurate assessments
Pupil progress meetings
Working closely with parents
Being mindful of cultural and social differences / influences in the community

Wave 2 Support

Additional Interventions to enable children to work at age-related expectations or above

Provision mapping
Interventions – both evidence based and informal e.g. Phonics, Mr Goodguess, SALT, Lego therapy
Use of marking and assessment to identify children who need a re-cap focus
Pre-teaching / Post teaching follow up
Small group phonics
Well-being groups
Social communication resources in class e.g. timetables, social stories
visual cards
SALT strategies used in class e.g. visuals to support, use of gestures/sign language

Wave 3 Support

Targeted provision for those who require a high level of personalised and specialised support

IEPs
SALT intervention or 1:1 specialist SALT
1:1 emotional therapy – iThrive
1:1 input LSS and PIT
Enhanced SALT support (School Buy-in)
Precision teaching
Behaviour plans
Personalised reward programs
Personalised strategies used in class – e.g. dyslexia overlays, specific formats for writing on

