



History Policy

Outwood Primary School

Intent

At Outwood Primary School, we want to inspire pupils' curiosity and love of the past. Our diverse and humanising curriculum is dilemma led and uses drama to allow children to develop an understanding and a 'botheredness' about the past; enabling them to make connections between people and events from the past and the world they live in now. This is in line with the National Curriculum 2014 and 'Development Matters in the EYFS'.

Implementation

Our vibrant and rich curriculum ensures history skills and knowledge are progressive across the year groups and are planned for within a cross curricular theme.

We teach the four historical learning strands

- To investigate and interpret the past.
- To build an overview of world history.
- To understand chronology.
- To communicate historically.

Historical concepts (Disciplinary and Substantive) are taught, revisited and referred to in every year group as the children move through school. Disciplinary knowledge is represented by the following areas:

- Significance
- Similarity and Difference
- Continuity and Change
- Cause and Consequence
- Interpretations and Evidence

Substantive concepts are specific terms that often don't have a fixed meaning, and as a result, are context dependent. Substantive concepts are those concerned with the subject matter of history – the substance about which pupils are learning. This includes concepts such as Empire, Monarchy, Trade, Power, Law or Conflict. Substantive concepts appear throughout the history curriculum and are explored in different year groups through different historical periods. By highlighting these concepts, we are able to ensure that connections are made so that children begin to develop familiarity and confidence, which then supports their future learning within the subject.

History lessons are planned in sequence demonstrating progression in skills, concepts and knowledge and through Quality First Teaching meets the needs of all learners. All classes have a learning journey wall. This shows the sequence of learning throughout a topic.

The subject leader will monitor plans, books and lessons termly.

Impact

Retrieval practices are used to ensure that our children can do more and remember more as they progress through school. This repetition ensures that our children reach the end of Key Stage Two with the ability to apply the skills and conceptual frameworks of historians with high levels of independence. We have chosen key Substantive concepts that are repeated in multiple year groups and are continually referred to, to ensure that key knowledge is revisited and remembered.

By the end of year 6, children will have a chronological understanding British history from the Stone Age to the present day. They will be 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 Mayans.

We believe that assessment in History is more than just knowing facts and dates. At Outwood we use a variety of ways to assess the children.

Each teacher has an assessment folder used to assess the acquisition of the History knowledge and skills. Throughout the year, the teachers assess the children's knowledge and skills at the end of their topic.

During lessons the children can self-assess their work using the traffic light system when and where appropriate.

We assess the children's ability to apply their knowledge with a final assessment piece (eg: double page spread). This provides information on the children's ability to use a combination of substantive, disciplinary and procedural knowledge.

At the end of the year teacher's input data onto SIMS and these are stored in the assessment file.

This is monitored by the history subject leader.

Monitoring and review

It is the responsibility of the subject leader to monitor the standards of children's work and the quality of teaching in history. The subject leader is also responsible for supporting colleagues in their teaching, for being informed about current developments in the subject, and for providing a strategic lead and direction for history in the school. The subject leader has an action plan that gives the Head teacher clear information on the progress of history in school.

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