



## Shankhill C of E Primary School

*Our vision: Creative learning, personal achievement and happiness.  
Enabling everyone to flourish and 'to live life in all its fullness'. (John 10:10)*

### History Policy

#### **INTENT – Purpose and Structure**

Our carefully planned and progressive history curriculum is designed with the target of all children becoming inquisitive historians. To help us achieve this ambitious goal we will use our school Vision and Values, alongside British Values, to drive our learning and development. Our Virtues are explored with spiritual, moral, social and cultural development, PSHE and British Values to help pupils to 'become the best me I can be'.

All teaching staff take part in regular (once a term) professional development (CPD) during staff meetings with the history lead sharing the latest research and developments relevant to this subject. All staff have the opportunity to take part in their own CPD with relevant history courses signposted. Staff also have access to CUSP, which provides a range of independent support and CPD opportunities (such as: example planning, training videos).

At Shankhill School, we will ensure our children become inquisitive historians by making sure they meet the National Curriculum expectations, to:

- Investigate and interpret the past
- Build an overview of world history
- Understand chronology
- Communicate historically

At Shankhill School, our curriculum is built on the principles of advancing cumulative knowledge, skills and vocabulary, as well as making connections between and throughout periods of time studied. The cumulative nature of our curriculum, means new content is connected to prior learning and this eases the load on children's working memory.

Our curriculum teaches the entire EYFS Framework through Development Matters 2021 and the National Curriculum 2014 and is based on current evidence-led practice for pedagogy and learning. Subject knowledge and workload is well supported through research and evidence-led practice and resources from CUSP (Curriculum with Unity Schools Partnership).

Teaching and learning follow our *Six Phases of Learning* model to ensure that learning: connects to prior learning; is taught explicitly; children are given time and support to understand and deepen their learning, and are challenged appropriately. Our curriculum is rich in vocabulary, knowledge and skills that are progressive and transferable.

Our history key concepts, long term overview and EYFS in history documents show how substantive knowledge (subject knowledge and explicit vocabulary used to learn about the content) and disciplinary knowledge (working historically skills) progress from Nursery through to Y6 and beyond.

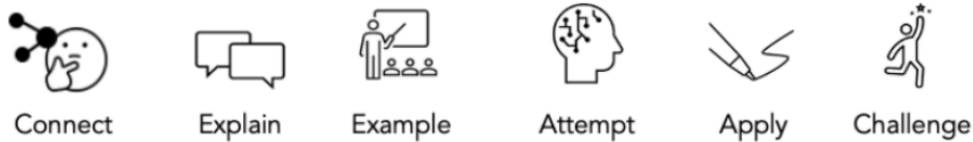
It also shares our defined substantive concepts (community, knowledge, invasion, civilisation, power and democracy), which are used as a vehicle to connect the substantive knowledge. As well as our six disciplinary concepts (chronology, cause & consequence, change & continuity, similarity & difference, evidence and significance), which support children to think as historians. Each historical period studied will have two or three main disciplinary concepts for staff to focus children's historical thinking on. Although most disciplinary concepts will be touched on briefly in each topic, to enable children to connect and build on previous learning, as well as well prepare for future learning.

*"This school continues to be good... maintains good quality education... pupils gain a sense of achievement from their lessons... they display excellent attitudes towards their learning... behaviour in lessons and around school is impeccable... Staff are welcoming and inclusive... strong Christian values are promoted well... (results) well above that of other schools nationally" Ofsted 2019*  
*Staff "strive to ensure that pupils are happy, while making education fun and enjoyable." Parent View 2018*



**IMPLEMENTATION**

All teachers provide inclusive, quality first teaching in history by planning and delivering engaging and effective teaching and learning for their class. In Shankhill School, we follow the National Curriculum and primarily use the CUSP Scheme of Work as a guide to support teachers with their planning and assessment. As we have two mixed-age classes, children come across knowledge and vocabulary in a two or four year rolling program to ensure National Curriculum coverage, whereas skills are built upon each academic year. Even though historical events are not always in chronological order, the clear links made between each year group’s prior historical topics, means children can create their own clear individual mental timeline.



Our clear, cumulative curriculum is taught through our six phases of learning, so that every child has equal opportunity to learn the rich vocabulary, knowledge and skills in a clear progressive manner. Pupils are explicitly taught the vocabulary, knowledge and skills required then are supported and challenged to learn, use and deepen their understanding accordingly. This knowledge is included in a knowledge organiser and taught using knowledge notes.

Quality first teaching using a range of monitoring, feedback and assessment strategies provides opportunity to intervene and support learning in the moment. Support can also be from a variety of strategies such as personalised learning activities, resources and adult support; pre/post-teaching or interventions. Challenges can vary depending on the historical period being studied.

Structured, pre-planned and prepared sequence of lessons.   CUSP resources and Learning Questions	Positive, high expectations, and aspirations for all.   Specific praise and reward Behaviour Policy / Classroom Routine	Explicit Vocab teaching and choice of language.   Knowledge organisers, vocabulary mats / strips, dual coding	Explicit Modelling and demonstration   My turn Our turn Your turn working walls	Clear chunked instructions supported with visuals / actions	Multi-sensory activities   manipulatives	Review, repeat, recall, retrieve   Do now	Frequent checking of understanding   retrieval practice cumulative quizzing	Flexible groupings   Talk partners, LA or teacher working with specific groups	Accurate and continued assessment   constructive and instant feedback at the point of learning
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The use of knowledge notes allows teachers to make reasonable adjustment for pupils with SEND / EHCP to help make sense of the content. Oral rehearsal allows pupils to formulate and practice responses before recording or writing these down. Pathways enable pupils to record and verbally share their knowledge and understanding, removing the pressure of extended writing.

Revisiting is inherently built into the architecture of our history curriculum. This can be seen in many places, such as: between individual blocks in each year group on the long-term sequence, within blocks in the Remember part of each lesson and in the quizzing that can be used throughout, at the end of and after a block of study. Teachers should seek to revisit key vocabulary and knowledge as frequently as possible. Both in and out of the main history lessons.

We have created our own long term sequence that is rich and progressive in knowledge and vocabulary to clearly outline what pupils should know, be able to do and remember at key points in their primary education (end of: EY, KS1, KS2).

Teaching in Early years, pupils look at understanding the world around them, focusing on the natural world, past and present and people, culture and community. How these progress comes from the Development Matters document (2021) and is shown in our EYFS in history. In class, staff provide children with a range of visits, visitors and experiences. The staff set up historical provocations for the children to explore and develop their learning through play. As well as being read a range of stories, non-fiction, songs and poems to develop their understanding of our culturally, socially, technologically and ecologically diverse world, which also develops their knowledge and vocabulary for future learning.

Teaching in Key Stage 1, focuses on young children developing a sense of time, place and change. Children will study Changes within living memory to develop an understanding of difference over time within concrete experiences of their lives. This chronological knowledge is foundational to the understanding of change over time.

Also, pupils study the Lives of significant individuals, focusing on David Attenborough and Mary Anning. Chronology and place in time steers the understanding of the context in which these significant individuals lived. Terms such as legacy are introduced and used within the context of each study. This study is revisited and enhanced by studying the Lives of further significant individuals, including Neil Armstrong, Mae Jemison, Bernard Harris Jr and Tim Peake. In KS1, pupils study local history through significant events, people and places. The locality is further understood by knowing about the places, the buildings, the events and the people that tell a story of the past.

As well as looking at events beyond their living memory. Here, pupils draw upon early concepts of chronology and connect it to more abstract, but known, events in the past focusing on the Great Fire of London. There are further opportunities for pupils to revisit and retrieve prior learning with a focus on 'Events beyond living memory'.

Teaching in Key stage 2, pupils study the cultural and technological advances made by our ancestors as well as understanding how historians think Britain changed throughout the Stone, Bronze and Iron Ages. Archaeological history guides us to know how early humans were creative, innovative and expert at surviving in changeable environments. Having an in-depth understanding of Iron Age Britain offers solid foundations for the study of how Rome influenced Britain. This foundational knowledge can be used to contrast culture and technology. Pupils are able to draw upon their own prior understanding to support and position new knowledge, therefore constructing much more stable long-term memories. Substantive concepts such as invasion, law, civilisation and society are developed through explicit vocabulary instruction.

Studies of how Britain was settled by Anglo-Saxons and Scots gives a focus on cultural change and the influence of Christianity. Pupils study how powerful kings and their beliefs shaped Anglo-Saxon Britain.

We also look at the Struggle for throne of England through a study of the Vikings, their origins, conquests and agreements with English Anglo-Saxon kings to settle and dwell in the region known as Danelaw.

Knowledge of Anglo-Saxons is used to connect with a study of the Maya civilisation. The study compares advancement of the Maya culture and innovation to that of the Anglo-Saxons around c.AD 900. Here, location, settlement, people, culture and invention are compared and contrasted.

Ancient history, such as the achievements of the earliest civilisations - Ancient Egyptians and the study of Ancient Greek life and achievements are also studied learning about their influence on the western world. The understanding of culture, people and places are central to these studies. We connect these studies with pupils' prior knowledge of what was happening in Britain at the same time. The effect of this is to deepen and connect a broader understanding of culture, people, places and events through comparison.

Recent history, such as the Battle of Britain for example, is studied in the context of how conflict changed society in the Second World War. Modern history is also studied through units such as the Windrush Generation. Knowing about slavery, Caribbean culture and the injustice of the past enlightens pupils to understand why events happened and how these pioneers faced racism, discrimination and prejudice.

Our school is a Tardis, both indoors and out! We have an abundance of space, high quality teaching and learning resources; and active play-based learning equipment. Each historical period has a range of resources available (which are stored in our library cupboard), and can be added to through local services (library, museum, etc.)

We will provide children with a range of hands on learning opportunities (to bring the topics to life), such as: local experiences, Hadrian's Wall, Vindolanda, Neolithic stone circle of Long Meg and her daughters and Bewcastle Cross and visitors, Bjarni the Viking.

When KS1 and KS2 children are working in their books, they use double page spreads so their work can be built on cumulatively. Following our six part lesson, they retrieve previous information first, after that they exploring new vocabulary, then they have their first attempt at demonstrating new knowledge/skills they have gained before finally using their knowledge/skills in a deeper (thinking hard) context. Each class's learning journey, for a unit of work, is shared via display. It will contain: a knowledge organiser, key vocabulary, a lesson overview, learning from each lesson and any relevant experiential learning.

In our teaching and learning, we use a range of diagnostic, formative and summative assessments to gain a clear and deep understanding of what our pupils know and can do. In Early Years, assessment for learning is an on-going process throughout the day and plays an important part in our Plan, Do, Review approach to the Early Years curriculum.

In KS1 and KS2, during lessons, staff use in the moment feedback as all evidence points towards feedback being most impactful as near to the point of learning as possible and this is what the six phase lesson enables.

After each history unit, teachers will assess the children's retention of the knowledge they have gained and how their working historically skills have developed. By comparing pre and post learning questions and using open ended questions that require children to connect and explain their learning, through the disciplinary and substantive concepts, which are the focus of that particular history unit.

Our monitoring cycle is planned across the year and our 3 year school improvement cycle. When history is in focus, there is additional time and resources budgeted so that a deep audit, review and evaluation of impact can be carried out, and actions completed. When a history is not a main focus, leaders will complete light touch monitoring as outlined within their action plans.

## **IMPACT**

Leaders and staff work collaboratively to monitor and evaluate the impact of the history curriculum using a variety strategies, including:

- Pupil Book Study
- Learning Walks
- Pupil Voice
- Seeking views of other stakeholders: parents, carers, staff, governors, community.

These will show that by the end of each key stage, children know, apply and understand the substantive knowledge and skills specified in the history, National Curriculum programme of study for KS1 and KS2 and the Understanding the World strand of the EYFS.

Children will have been exposed to a rich and varied curriculum journey that enables them to experience creative learning, personal achievement and happiness. Carefully planned use of artefacts and resources, educational visits and visitors, first-hand experiences and technology all support learners to enhance and deepen their understanding. Our provision enables pupils to explore, interpret, reason, connect and contextualise learning and the world around them.

They should know the chronology of the knowledge they have gained and be able to make links between the main six substantive concepts (community, knowledge, invasion, civilisation, power and democracy) covered in our across of history curriculum.

Children will be able use their disciplinary knowledge (working historically skills), to analyse the knowledge they have gained so they can ask and answer questions about change, cause, similarity, difference and significance.

This will culminate in pupils at Shankhill School being confident and inquisitive historians.