



## Spindle Point Primary School

### History Policy

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Date for next review:

Policy to be read alongside the Assessment Policy, EYFS Policy, Learning Environment Policy, Teaching and Learning Policy, Marking Policy, Handwriting Policy

#### Intent

At Spindle Point Primary School, we believe that children make sense of their world, they ways and reasons it has developed in to the world it is today and enrich their understanding of it, through a vibrant and varied study of History. This policy sets out the framework in which the history curriculum will be taught. Through this curriculum, children will understand the similarities and differences between societies and cultures, and the impact of changes on people and place and how that has impacted on the world in which they are an important part of today. It will also offer an important opportunity to reflect upon what this learning means to them, now, in the current world in which they are a key part of. It will incorporate opportunities for outdoor learning and philosophical discussion as well as time for the children to demonstrate their learning through independent projects and enquiries. Our aims are to ensure that our students experience a wide breadth of study and have, by the end of each key stage, long-term memory of an ambitious body of procedural and semantic knowledge.

#### Curriculum intent model

1. Curriculum drivers shape our curriculum breadth. They are derived from an exploration of the backgrounds of our students, our beliefs about high-quality education and our values. They are used to ensure we give our students appropriate and ambitious curriculum opportunities.
2. Cultural capital gives our students the vital background knowledge required to be informed and thoughtful members of our community who understand and believe in British values.
3. Curriculum breadth is shaped by our curriculum drivers, cultural capital, subject topics and our ambition for students to study the best of what has been thought and said by many generations of academics and scholars.
4. Our curriculum distinguishes between subject topics and key threads. Subject topics are the specific aspects of subjects that are studied. These key threads were embedded into our curriculum in September 2023. These threads are:
  - Hierarchy & Power
  - Exploration & Invention
  - Conflict & Disaster
  - Community & Culture
5. Key threads will tie together the subject topics into meaningful schema. The same threads are explored in a wide breadth of topics. Through this 'forwards-and-backwards engineering' of the

curriculum, students return to the same concepts over and over, and gradually build understanding of them.

6. Our curriculum is now organised in a way which allows children to progress with their knowledge and skills. We now have documents showing progressions of key knowledge and historical enquiry.

7. Knowledge organisers are created for every year group for every term and they give students a way of expressing their understanding of the key threads and substantive knowledge.

8. Knowledge webs help students to relate each topic to previously studied topics and to form strong, meaningful schema.

9. Cognitive science tells us that working memory is limited and that cognitive load is too high if students are rushed through content. This limits the acquisition of long-term memory. Cognitive science also tells us that in order for students to become creative thinkers, or have a greater depth of understanding, they must first master the basics, which takes time.

10. Within year groups, children will work through the major historical concepts:

- Change & Continuity
- Cause
- Consequence
- Similarity & Difference
- Sources & Evidence
- Historical Significance
- Historical Interpretation

11. As part of our progression model, we use a different pedagogical style in each of the cognitive domains of basic, advancing and deep. This is based on the research of Sweller, Kirschner and Rosenshine who argue for direct instruction in the early stages of learning and discovery-based approaches later. We use direct instruction in the basic domain and problem-based discovery in the deep domain. This is called the reversal effect.

12. The 'Big Picture, Small Picture' walkthru is used as a teaching technique to deliver the subject .

13. Children undertake a historical enquiry which demonstrates their knowledge and understanding and requires use of various skills, to complete. This happens in Year 1, 2, 4 & 6. However, for every term's history work in every year group, an enquiry question will be posed to the children. After the children have completed all of their learning on the topic, they will ultimately answer this question.

14. Lessons will begin with a 'Flashback Four' – underpinned by theory which suggests a quick revisit of prior learning helps to further strengthen Schemas and create deeper, long term memory links.

### Legal Framework

This Policy will have regard to the following statutory and non-statutory guidance:

- History programmes of study: key stages 1 and 2 – September 2014.
- EYFS will follow the Early Years Framework - Knowledge and Understanding of the World

### Roles and responsibilities

The History Coordinator is responsible for:

- Developing and resourcing the History Curriculum at Spindle Point
- Reviewing the school's History Policy.
- Monitoring teaching, learning and assessment of History by meeting with children and staff and by monitoring books and Learning Journeys throughout the academic year to review and evaluate the history work undertaken throughout the school.
- Keeping staff informed of visits and courses.
- Keeping up-to-date with current affairs and best practice regarding history.
- Providing guidance including INSET training if needed, to staff, as part of their ongoing professional development.
- Celebrating and promoting the History curriculum and the work of pupils, throughout the school.

### Implementation

The aims of the history curriculum are to ensure pupils:

- Know and understand the history of the UK, and how it shaped the world, as a coherent, chronological narrative, from the earliest times to the present day.
- Know and understand significant aspects of the history of the wider world, such as ancient civilisations; empires and past non-European societies and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'.
- Understand historical concepts, such as continuity and change, cause and consequence, similarity, difference and significance, and use these to analyse.
- Understand the methods of historical enquiry such as using evidence to support arguments.
- Gain a historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history.
- Read, write and discuss historical events in an effective way, which demonstrates the use of historical vocabulary, explores questions and provides answers which are supported by theory and allows children to further develop any historical learning they feel passionate or excited by.

Pupils should be taught about:

#### Key Stage 1:

- Changes within living memory and changes in national life.
- Events beyond living memory that are nationally or globally significant.
- The lives of significant individuals in the past who have contributed to national and international achievements.
- Significant historical events, people and places in their own locality.

#### Key Stage 2:

- Pupils should be taught about:
- In relation to Britain; the Stone Age to the Iron Age, the Roman Empire, the Anglo Saxons and Scots, the Vikings to the time of Edward the Confessor.
- The earliest civilisations.
- Studies on local history, an aspect of British history beyond 1066, Ancient Greece, a non-European society such as Baghdad c. AD 900 and another ancient civilisation.

Our curriculum design is based on evidence from cognitive science; three main principles underpin it:

- Learning is most effective with spaced repetition.

- Interleaving helps students to discriminate between topics and aids long-term retention.
- Retrieval of previously learned content is frequent and regular, which increases both storage and retrieval strength.

In addition to the three principles, we also understand that learning is invisible in the short term and that sustained mastery takes time. Our content is subject specific. We make intra-curricular links to strengthen schema. Continuous provision, in the form of daily routines, replaces the teaching of some aspects of the curriculum and, in other cases, provides retrieval practice for previously learned content. Our curriculum also ensures children celebrate their history, the history of their ancestors and the history of their local area or region and this is also woven into the developed schemas in a way which further strengthens these.

### Impact

Because learning is a change to long-term memory, it is impossible to see impact in the short term. We do however, use probabilistic assessment based on deliberate practice. This means that we look at the practices taking place to determine whether they are appropriate, related to our goals and likely to produce results in the long run. We use comparative judgement in two ways: in the tasks we set and in comparing a student's work over time. We use lesson observations to see if the pedagogical style matches our depth expectations.

Assessment in history will be undertaken termly combining the substantive and disciplinary knowledge. These will be supported by a historical enquiry which will showcase the children's knowledge and understanding and skills developed in history.

The History Coordinator will ensure that assessment:

- Is embedded as an essential part of teaching and learning.
- Aims to help pupils to know and recognise the standards they are aiming for.
- Sometimes provides opportunity to involve pupils in peer and self-assessment.
- Allows opportunity to practise a variety of cross curricular skills including both core and foundation subjects.
- Provides subject specific feedback which leads pupils to recognising their next steps and how to take them.
- Involves staff reviewing and reflecting on assessment data.
- Is recorded in both children's workbooks and in Learning Journeys.
- Provides stretch and challenge for all pupils.

### Differentiation

All staff at Spindle Point recognise the fact that in all history lessons there are children with a variety of abilities, and we seek to provide suitable learning opportunities for all pupils by matching the challenge of the task to the ability of the child.