

Longcot and Fernham Primary School



History Policy

2024

School	Longcot and Fernham CE Primary School
Date of policy	September 2024
Member of staff responsible	Mrs Sally Robins
Review date	May 2025

Intent

At Longcot and Fernham Primary School we believe that history should inspire pupils' curiosity and lead to them wanting to know more about the world in which we live. We teach children to understand how events in the past have influenced our lives today and by doing so develop children's ability to think critically, ask insightful questions, make links and develop perspective and judgement. We believe history helps pupils 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. Our school values of Love, Honesty and Respect are embedded throughout the curriculum and play a significant role within history lessons at Longcot and Fernham Primary School.

Using the CUSP Curriculum, we aim to guide children in developing a deep understanding of concepts we consider core to developing highly skilled historians.

These core concepts are:

- Community
- Knowledge
- Invasion
- Civilization
- Power
- Democracy

This will encompass the development of historical enquiry skills:

- Chronology
- Cause and consequence
- Change and continuity
- Similarity and difference
- Evidence
- Significance

Implementation

In the Foundation Stage, elements of History are ongoing and fall under the heading 'Understanding the World.' In other areas of the school, each class plans and delivers their own history lessons following our long-term and medium-term plans, which we use the CUSP Curriculum to form. These plans allow for the clear progression of key Historical Enquiry skills within the core concepts outlined above; giving children time to revisit and review these key skills. Each lesson follows 6 essential steps to allow for deep, long-term learning to occur. Please see our **Teaching and Learning Policy** for specific detail on this structure.

Using the CUSP curriculum, we have mapped out the concepts, skills and objectives covered each term for each year group so that in Lower School there is a focus on:

- Changes within living memory
- Events beyond living memory that are significant nationally or globally
- 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.

Whilst in Upper School children begin to focus more deeply on specific eras and develop a deeper understanding of changes in Britain from the Stone Age up to Modern Times.

To allow for full progression across all of the core concepts, each class engages in a study of an Ancient Civilization, which we believe also supports our commitment to diversity and guiding children in understanding their role as global citizens.

Within each history unit, children will experience **Strong Start** lessons, which allow for key knowledge linked to Chronology and Cause and Consequence. Where appropriate to ensure adequate opportunities to revisit and revise core concepts, **Reference Lessons** will also be taught at the beginning of units to ignite prior learning and strengthen link making across units. We believe the application of both **Strong Start** and **Reference Lessons** strengthens the progression within our history curriculum.

Essentially, the CUSP Curriculum clearly maps a rich and ambitious vocabulary progression for each unit. We believe that clear and direct vocabulary instruction is central to children making progress and becoming active historians who can interpret, analyse and evaluate essential concepts.

Effective use of educational visits and visitors are planned to enrich and enhance the pupils' learning experiences within the geography curriculum.

In History, as across the curriculum, we ensure that children with SEN are scaffolded in their learning to access the same content as their peers. This is achieved with the support of the 'Securing' Knowledge Notes as a point of reference, additional adaptations as outlined in the child's Pupil Profile/ Support Plan and specific resource, or adult intervention as required.

Impact

We use assessment as an integral part of our teaching process and use it to inform future planning and to facilitate scaffolding. Therefore, assessment is an ongoing process made using formative evaluations within lessons and through the use of marking and feedback.

Teachers will make yearly summative assessment judgements using evidence on how well children have made progress against the core concepts outlined in the CUSP Curriculum. Teachers will record children's progress after each unit to help inform end of year judgements and aid effective monitoring from Subject Coordinators and SLT. This summative assessment is reported to parents annually.

Monitoring from Subject Coordinators and SLT takes place regularly to ensure coverage, progression and continuity throughout the school. This is done through sampling children's work, teacher planning and talking to staff and pupils. Lesson observations are used to provide support to other members of staff and as part of professional development. In the Foundation Stage assessments are made under the main heading of 'Understanding the World.' Assessments are mainly made through observation and questioning. This information is tracked against the Development Matters criteria and used to inform judgements against the Early Learning Goals.

We hope children will be inspired by the people, places and events they have discovered and may wish to discover more about them through travel, research, online journeys, reading or media. Homework project tasks encourage pupils to delve into historical topics further and share their findings with their peers.