



# Salisbury Primary School

## History Policy

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# **Contents**

- 1. Curriculum Statement**
- 2. Teaching and Learning**
- 3. Assessment**
- 4. Planning and Resources**
- 5. Organisation**
- 6. EYFS**
- 7. KS1 and KS2**
- 8. Equal Opportunities and Inclusion**
- 9. Role of the Subject Leader/Team**
- 10. Parental Involvement/Home Links**

## Salisbury Primary School

### 1. Curriculum Statement

#### Intent

##### Understanding the world – Early Learning Goal

#### **Past and Present**

- Talk about the lives of people around them and their role in society.
- Know 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 setting, characters and events encountered in books read in class and story-telling.

The **national curriculum** for history aims to ensure that all pupils:

Have a high-quality history education in order to gain a coherent knowledge and understanding of Britain's past and that of the wider world. It should inspire pupils' curiosity to know more about the past. Teaching should equip pupils to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. 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 curriculum sets out the knowledge and skills that pupils will gain at each stage. It is clear, what end points the curriculum is building towards and what pupils need to know and be able to do to reach those end points. This is set out in detail in the history 'knowledge organisers' which detail:

- What pupils should already know before starting a unit of work
- What pupils will know by the end of the unit
- The key dates/timeline and important figures in history for the period studied
- The associated key vocabulary pupils are expected to learn and understand. This in-depth process ensures that it is coherently planned, sequenced and implemented so that new knowledge and skills build on what has already been taught.

#### Implementation

A high-quality history education will help pupils gain a coherent knowledge and understanding of Britain's past and that of the wider world. It should inspire pupils' curiosity to know more about the past. Teaching should equip pupils to ask perceptive questions,

build a chronological framework, make comparisons across time-periods, understand the cause of significant events and understand their consequences as well as scrutinising the validity of evidence and relating history to their own lives. History helps pupils to understand the complexity of people's lives, the process of change, the diversity of societies and relationships

In Key Stages 1 and 2, history is taught as part of our connected curriculum. As a school we selected 3 key drivers to provide a steer for what we do:

- **Community;** At Salisbury we develop pupils understanding and sense of pride in the community, we encourage everyone to be proud of our school and positively promote our achievements. We want children to become positive and proactive members of not only the school but also the community we live in.
- **Knowledge of the world;** We support pupils in understanding the world around them on a local, national and international level so that they gain greater perception of the world and its complexities. Living in such a diverse community, we recognise that many families have strong links within the local area and other countries around the world.
- **Possibilities;** At Salisbury we open children's minds to new possibilities so they can develop aspirational attitudes and understand how to achieve their goals. We aim to embed a lifelong interest of history into the children, which they carry with them into secondary school and further. This deepened interest is something that potentially may influence their choice of career later in life.

At Salisbury, history is taught through a well-structured enquiry approach to learning, where each unit of work is based around a set of focused key questions. This is supported with an online planning tool; Key Stage History. At the beginning of all units, pupils will look back at time periods studied previously. This encourages them to build on their chronological framework and see every unit in the wider context of time. In history, pupils are taught the same historical skills throughout the school but the skills are applied to a variety of different time-periods. In terms of evidence, the same question will be applied to different sources such as artefacts, pictures/paintings, written accounts as to whether they are a reliable source. Pupils are encouraged to ask a variety of questions on one particular subject whether that be a piece of evidence, an event or the time-period in general.

### **Impact**

Assessment takes place in line with the school's assessment procedures and is based on the principles of 'Assessment for Learning.' Assessment can take place at all appropriate stages of a lesson, but particularly within the plenary, focussing on the relevant learning objectives to that lesson. We assess how well pupils embed concepts in their long-term memory and apply them fluently; developing their understanding, rather than memorising disconnected facts. Teachers assess how well pupils are able to answer the key questions, which are set out in our knowledge organisers: the depth of their answers and clarity of their

explanations. For each unit, pupils are assessed as to either having met the expected targets, exceeded them or are working towards meeting them.

## **2. Teaching and Learning**

At Salisbury, a typical history lesson will last approximately 1 hour. History is taught weekly, for three half terms an academic year, in KS1 and KS2. We aim to provide quality teaching and learning of history to promote:

- An understanding of life in the present by exploring the past.
- A curiosity and inquisitiveness about life in the past.
- A knowledge of significant events in British history and an appreciation of how societies and people have changed over time.
- A sense of chronology.
- An enjoyment and appreciation of the richness of the past.
- An understanding of society and their place within it, so that they develop a sense of their cultural heritage.
- An understanding of historical concepts such as cause/consequence, continuity and change etc.
- An understanding of how evidence is used to make historical claims.
- Perspective between local and international history encompassing all areas of history such as political and religious.

We want our pupils here at Salisbury, to think as historians with the emphasis on examining historical artefacts and primary and secondary sources. The investigation of photographs, paintings and texts provides the pupils with memorable valuable experiences. We also recognise and value the importance of stories in history teaching and we regard this as an important way of stimulating interest in the past as well as exploring history through English. We focus on helping the pupils to ask searching questions about the information they are given in order to understand the past. We ensure that areas of history are investigated in detail, to avoid stereotyping the past.

## **3. Assessment**

Pupils receive effective feedback throughout lessons and at the end of each unit of work. Each unit begins with exploring chronology and placing the period being studied within the timeline. Teachers focus on techniques of questioning and observation to assess pupils' acquisition of historical knowledge and understanding and the development of their skills.

Teachers successfully adapt lessons to meet the learning needs of all pupils and ensure any misconceptions that may occur, are addressed within the lessons. Pupils are provided with opportunities to review their learning as they progress through the unit of work and at the end of a unit.

At the end of each history enquiry unit, teachers assess pupils against the assessment criteria, using the range of sources of evidence that pupils have produced, to support their teacher assessment judgements.

Pupils are assessed as either working towards, achieved expected or exceeding. Within each unit of work, and in the range of key questions that form the unit of study, there is scope for pupils of a higher ability to demonstrate their depth of knowledge and understanding.

To support accuracy in teacher assessment and the judgements made, moderation takes place across the school and between year groups regularly. We expect all pupils to work towards gaining the historical knowledge and skills required, by the end of KS1 and KS2.

#### **4. Planning & Resources**

Children in Early Years explore history in line with the requirements of the Early Years Framework, 'Understanding the World' strand. The topics/themes that we plan, integrate learning about the past effectively for our youngest children.

In KS1 and KS2, teachers use Key Stage History, to plan and deliver effective and engaging history lessons. These history lessons build on knowledge, skills, and vocabulary across each year group.

Each unit of work outlines the key components of teaching and teachers adjust and adapt lessons according to the needs of their pupils. The planning for each unit of work includes detailed lesson plans, slideshows for teaching input, differentiated activities to cater for different learners' needs and suitable challenges, which can be incorporated within these lesson plans. There are a range of materials and other resources available for every lesson needed across the whole year for any particular history module.

Through making as much use of our locality at Salisbury as possible, we aim to provide our pupils with strong foundations for the development of historical knowledge, skills and understanding, by making best use of primary and secondary resources, available on our doorstep. These include:

- The school itself – using school photos
- Our local area – The Black Country with its historical importance of being the birthplace of the Industrial Revolution
- People in our community with an oral history of being evacuated during WWII

- Local sites with significant links to Anglo-Saxon, Roman and Viking periods

We make use of local museums, The Black Country Living Museum and Blists Hill Victorian Town Museum and the local art galleries. Trips/visits out and inviting history specialists in, are key to providing our pupils with rich and valuable historical experiences and a sound knowledge base.

## **5. Organisation**

At Salisbury, across KS1 and KS2, history is taught weekly, for three academic half terms. Pupils are made aware of the subjects of history. We believe the correct terminology helps to raise the profile of history across the school, ensuring pupils are clear on what history is.

The school has implemented a blocked curriculum approach to the teaching of History. This ensures pupils are able to focus for longer on each module and develop a more secure understanding over time. This approach is also designed to enable pupils to progress to a greater chronological understanding of the past, develop their skills of enquiry, analysis, interpretation and problem solving. Subsequent blocks continue to consolidate previous understanding including:

- Developing a chronological understanding, putting the time period in context with those previously studied
- Connections, being constantly made in history lessons and units - whether that be between time periods previously studied or to the present day
- Understanding the cause or consequence of a significant historical event
- Understanding what has changed and stayed the same since a time period
- Understanding the impact of a time period on our lives today
- The opportunity to ask historically valid and deep questions
- Analysing evidence and questioning its validity

## **6. EYFS**

History in the Early Years Foundation Stage is taught as part of 'Understanding the World'. Historical elements of the curriculum, are carefully planned and incorporated in order to provide children with rich learning opportunities, which they thoroughly enjoy. It is taught through a combination of adult led and child-initiated activities. The child's first experience of history starts with the child. The children are supported in developing the knowledge, skills and understanding that helps them to make sense of the world.

In EYFS, children explore the historical aspects through making connections between the features of their family; begin to make sense of their own life-story and family history, talk about members of their immediate family whilst commenting on images of familiar situations in the past.

## **7. KS1 and KS2**

We use a coherent programme of high-quality materials and activities, which are structured with great care to build deep conceptual knowledge and historical thinking and understanding. Our KS1 and KS2 teachers use history books to evidence pupils' work and progress within their understanding of the past. Inside pupils' history books, topic covers and progression statements for each history topic are clearly displayed to organise pupils' work and inform teacher assessments.

The content and positioning of history units is designed to develop a coherent, progressive history curriculum, which supports quality teaching and learning. Cross-curricular links are made with other subjects where they can meaningfully and significantly contribute to the teaching of those areas. Some of the possible opportunities include:

- English - history actively promotes the skills of reading, writing, speaking and listening. Some of the texts used within English are set in a historical context that brings the periods to life e.g. Street Child. The Pebble in my Pocket
- Computing - children use ICT in history to enhance their skills in data handling and researching information (e.g. census data; old photos and maps) using the internet.

## **8. Equal Opportunities and Inclusion**

The school is committed to ensuring the active participation and progress of all pupils in their learning. All pupils will be given equal opportunities to achieve their best possible standard, whatever their current attainment and irrespective of gender, ethnic, social or cultural background, home language or any other aspect that could affect their participation or the progress of which they are capable.

At Salisbury, differentiation during history lessons occurs in the challenge and the level of support provided to different pupils, not in the topics taught. There is little differentiation in the content taught but the questioning and scaffolding individual pupils receive in class as they work through the enquire challenges will differ, with higher attaining pupils challenged through more complex enquire challenges, which deepen their historical knowledge and understanding. Pupils' difficulties and misconceptions are identified through immediate, formative assessment and are addressed within the lesson.

## **9. Role of the Subject Lead/Team**

The history lead/team will:

- Work to raise the profile of history at Salisbury through best practice.



- Ensure classroom environments are conducive to learning, through effective use of displays and accessibility and availability of resources
- Involve the school in 'celebrations' of history.
- Monitor progression and continuity of history throughout school through learning walks and regular monitoring of planning and outcomes of work in pupils' books.
- Ensure that all staff have access to year group enquiries and the relevant resources, which accompany them.
- Organise, audit and purchase history resources.
- Keep up to date on current developments in history education and disseminate information to colleagues.
- Ensure that all staff have access to professional development including observations of outstanding practice in the subject.

### **10. Parental Involvement/Home Links**

At Salisbury, we recognise that parents and carers have a valuable role to play in supporting their child's historical learning.

- An overview of the curriculum is readily available on the website
- Progress in history is communicated in written school reports
- Information for parents about what their child will be learning is sent home.

*To be reviewed July 2025*