

Fairburn View Primary School

History Policy

November 2023

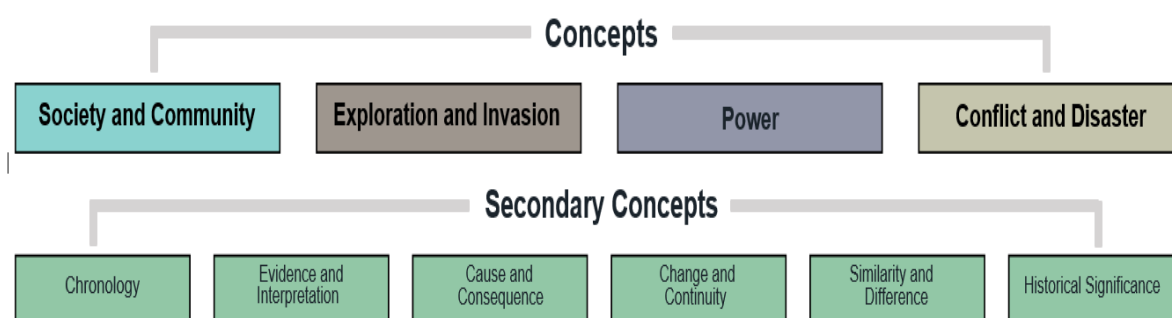
Signed by: _____

Chair of Governors

Review Date:

Intent

The History curriculum at Fairburn View Primary School aims to provide pupils with a coherent and chronological understanding of Britain's past and that of the wider world, whilst inspiring children to question events that have shaped the world we live in today. Our curriculum is designed to enable children to develop and recite knowledge of events that have shaped the world and provide them with a rich knowledge and understanding of the complexity of people's lives, the changes that have occurred over time, and the diversity within different societies and groups – as well the impact this has on their own identity. We also aim to ensure children have many opportunities to think like an historian. Our curriculum is designed using four drivers that contextualise history, as well as using small steps to help pupils gain a deep understanding of complex, abstract ideas:



Our curriculum is designed in way which creates excitement for history, that inspires a curiosity to learn more about the past and provides opportunities to see themselves reflected in the curriculum.

Implementation

- A curriculum that has been designed to provide children with a clear and well sequenced understanding of the history of Britain and the wider world in chronological order, whilst taking into consideration our local history.
- Regular recall lessons on how to 'find out about the past' and thinking like an historian.
- A well-sequenced cycle of lessons to ensure children make significant progress in their knowledge and understanding of historical concepts.
- Lessons that are well- planned to support and challenge all learners.
- Children to be given a 'knowledge organiser' which outlines the knowledge and vocabulary that children must aspire to master.
- Regular opportunities for children to recall and review prior knowledge to ensure children know and remember more.
- Trips and visitors that will enrich pupil's understanding and provide context through first-hand experiences.
- A range of questioning used regularly to support pupils' ability to retrieve and recall knowledge to increase space in the working memory.
- Displays that engage the children and are active learning resources.

- Whole school history days to embed relevant historical events.

Impact

Our History Curriculum is high quality, well sequenced and planned to demonstrate progression. We believe that if children are keeping up with the curriculum, they are deemed to be making good or better progress. In addition, we measure the impact of our curriculum through the following methods:

- A reflection of standards achieved in relation to planned outcomes on the school subject progression map.
- Children to be able to discuss their learning with use of their book and seesaw.

Whole school overview

	UFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Term 1	Understanding the world	What was life like in the past (family tree and travel)	Kings, Queens and Castles	Stone age to Iron age	Local study: War of the Roses	The Romans	Vikings
Term 2		Toys	Great Fire of London	Technology	Victorians	Crime and Punishment	World War 2
Term 3		Famous Explorers	Hospitals & Healthcare	Ancient Egypt	Ancient Greece	Anglo Saxons	Becoming an Historian – Research Project

Whole school Overview

History and geography are taught for one half term per term. Here is the plan below:

	Autumn 1	Autumn 2	Spring 1	Spring 1	Summer 1	Summer2
Year 1	<i>Here I am</i> Exploring key human and physical features in the UK and introducing fieldwork	What was life like for people in the past?	<i>There you are</i> Comparing the human and physical features of the UK with a non-European country	Toys	<i>Where we are</i> Locating countries, continents and oceans and exploring some human and physical feature	Famous Explorers
Year 2	Kings, Queens and Castles	<i>Mini Mappers</i> Studying the geography of the local area	Great Fire of London	<i>Hot and Cold Deserts</i> Comparing the features of the Sahara and Antarctica	Hospitals and Healthcare	<i>Investigating Rivers</i> Understanding key features of rivers, and the opportunities and challenges that settlements near rivers face
Year 3	<i>United Kingdom</i> Understanding the key geographical features of the United Kingdom	Pre-Historic Britain	<i>Investigating Mountains and Volcanoes</i> Understanding how volcanoes are formed and the human and physical impacts they can have	Technology	<i>Looking at Europe</i> Comparing the human and physical features of the Alps and the Amalfi coast, and exploring how these features interact with tourism	Ancient Egypt
Year 4	War of the Roses	<i>A village in Brazil</i> Understanding the physical features and climate of Brazil, and the human settlements and economy	Ancient Greece	<i>Rainforests</i> Understanding the key features of a rainforest ecosystem, the benefits they have and the threats they face	Ancient Maya	<i>Earthquakes and Human Settlements</i> Understanding why earthquakes take place and what effects they can have on human settlements
Year 5	<i>Investigating World Trade</i> Investigating the process by which food is grown, traded and transported to our supermarkets	Romans	<i>Investigating Water</i> Understanding the water cycle and the features of rivers	Crime and Punishment	<i>Climate across the world</i> Understanding time zones, climate zones and biomes, and the effects of global warming	Anglo Saxons
Year 6	Vikings	<i>Improving the environment</i> Understanding the need to reduce waste	World War 2	<i>Living on the Edge</i> Comparing a European refugee camp to an Indian	Research Project	<i>I am a Geographer</i> Posing questions, completing fieldwork and

History in EYFS

In EYFS, we begin the journey of becoming an Historian. Children will explore through play and begin to understand history as the past and present. History is present in EYFS daily with carefully planned activities. Examples of these are:

- Past and Present display
- Circle time news
- Marvellous Me
- Date board
- Historical artefacts

EYFS			
	Topic	Knowledge & Understanding	Vocabulary
	Understanding the World	<p>ELG: Past and Present</p> <ol style="list-style-type: none"> 1. Talk about the lives of people around them and their role in society. 2. Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. 3. Understand the past through settings, characters and events encountered in books and storytelling. <p>ELG: People, Cultures and Communities</p> <ol style="list-style-type: none"> 1. Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. 2. Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read. 3. Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and maps. 	History Society Past Present Future Setting

Non-negotiables

- Use and clear display of key vocabulary on slides and in work.
- Mark to school marking policy.
- Lesson in all topics begin and carry a 'historical' focus.
- Photos/videos of practical work with a description of what they have done.
- Some evidence shown online (seesaw)
- Once per year, we have a whole – school history themed day.
- Skills on the progression map have been taught.

WOW Lesson

This is optional and teacher discretion where appropriate.

- Hook children into the new topic
- Be fun and enjoyment promote engagement
- Promote learning

Inclusion/SEN

Adaptive teaching support less able and to extend more able pupils. Children with challenges, which are identified, will have provision made for their particular needs. Pupils may be supported within small groups or individually. They follow a structured, but stimulating programme within the guidelines of the Early Years Foundation Stage Curriculum / National Curriculum. Some pupils may require a personalised curriculum to support their needs. Parents are kept informed through meetings with the class teacher and SENCO when appropriate.

Provision across school for children with Special Educational Needs to be used as and when required.

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Area of need	All pupils where appropriate	Pupils at wave 2 interventions	Pupils at SEN Support
Cognition and Learning	Adaptive curriculum planning, activities, delivery, support. Increased visual aids/modelling, use of IWBs Illustrated dictionaries Use of writing frames Access to word processor In class support from Teacher/TA's Blue trays Recall of prior learning Flashback	Specific teaching of individual targets. Catch up Numeracy, Catch up English Precision Teaching Additional reading Lowest 20% Additional Phonics Support with teacher or TA Small group teaching of basic English/numeracy skills with teacher or TA Pre-teaching Memory Training	Intense English or Numeracy support Specific teaching- individual/Agency targets. Catch up English/Numeracy Precision teaching Additional individual reading Thinking skills Visual Timetables Rock Routines Intensive Interaction Early People Games
	Focused group work with TA's e.g. Guided Reading.	Coloured overlays WALLS-Dyslexia Programme Rainbow words Colourful Semantics	Walls-Dyslexia Programme/Coloured overlays RLI-Reading Language Intervention Toe by toe
Communication and Language	Adaptive curriculum planning, activities, delivery and outcome Increased visual aids, prompts, modelling etc. Structured rules and class routines Group work activities Drama Pupil Voice School council WELCOMM language screener	Specific teaching of individual targets in class support from Teacher / TA with some focus on supporting speech and Socially Speaking Listening skills Music interaction Additional use of ICT Time to talk with Learning Mentor Listening skills	SALT Therapist 1 day per fortnight Specific teaching of individual targets Time to Talk/Socially Speaking Support from Occupational Therapy Music interaction Additional use of ICT Time to talk with Learning Mentor Visual Timetables Input from WISENDSS RLI-Reading Language Intervention (Downs) Objects of Reference Timmy Tongue Drawing and talking Therapy
Emotional, Behavioural and Social	Whole school behaviour policy based on Restorative Practice Whole School/Class rules Whole School/Class rewards/sanctions systems Circle time Lunchtime play worker Buddy System Librarians Presentation Evening Whole school approach to attendance	Specific teaching of individual targets Small group circle time School/class rewards systems Support for unstructured times Music Interaction Social Stories Circle of Friends Socially Speaking/social monitoring Time To Talk Individual counselling/mentoring/behaviour plan Good to be me	Teaching of individual/Agency targets Small group circle time/Circle of friends School/class rewards systems Support for unstructured times Lego Therapy, Good to Be Me Social Stories/Socially Speaking Social Monitoring, Anger Management Boxall Profile/Beyond Boxall Profile RLI-Reading Language Intervention(Downs) Time To Talk/Wishes and Feelings Counselling /mentoring /behaviour plan CAHMS, ELSA, ECAT, SULP Boxall Profile Bereavement, loss, transition support
Sensory and Physical	Flexible Teaching arrangements Staff aware of implications of physical impairment Medical support Specific seating arrangements Health care plan Lift	Specific teaching of individual targets Additional handwriting practice Enlarged text Specific seating arrangements/Health care plan Fit to learn It's in a bag	Specific teaching of individual targets Additional handwriting practice Seating arrangements visual/hearing impaired Enlarged text Individual support for PE / Fit to learn Health care plan It's in a bag / It's in a little bag Movement and Handling plans Adapted Keyboards Writing slopes Hoist, Specialist toileting seat Standing frames, Functional seating Floor sitter, Bench Balance cushions

Assessment

Assessment in history takes place in the following ways:

- A summative judgement will be made at the end of each academic year (Below, At or Above) – this will be recorded on Target Tracker (B+, W+, S+).
- Staff will use samples of work (books/seesaw/assessments) they have kept to ensure a uniform level of expectation running through the school.
- Some lessons will be recorded on Seesaw – to show ‘live’ lessons and children’s knowledge in class.
- Low stakes quizzes and low stake assessments within learning.
- At the end of unit assessments to be shown in books.

Monitoring and evaluation

Monitoring and evaluation take place in the following ways:

- The subject leader along with SLT will monitor their subject termly and complete a subject evaluation form.
- Subject leader will monitor the implementation of the progression map, through book scrutiny, pupils voice and seesaw.
- The SLT plus the subject leaders monitor history planning each half-term. The subject leader is responsible for overseeing history across school.

Safeguarding

At Fairburn View Primary school we take the safeguarding of our staff and students seriously. Any concerns raised within the teaching of history must be directed to a member of the DSL team, in line with the schools safeguarding policy.

Parental Engagement

At Fairburn View, we endeavour to involve parents with the children’s learning at every possible opportunity. Through our school website and Facebook pages, parents/careers are kept up to date with school life, and where appropriate this can be history specific. Parents, during consultations and reports, are kept up to date and involved with their child’s attainment.