



Alexandra Infants' and Junior
School

History Policy
Summer 2024

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Introduction

This policy outlines the purpose, nature and management of the history taught at Alexandra Infants' and Junior School. History is a foundation subject within the National Curriculum. It is our record of what happened in the past and why. It involves the study of men, women and children in different societies, cultures and countries at different times in the past. It encourages children to develop a curiosity for the past, which will help them to reflect on and understand their own place in the present. To allow children to become historians, the curriculum has been designed to help children gain a coherent understanding and the appropriate knowledge of Britain's past and that of the wider world. A key focus within the teaching of history is the correct use of historical terms.

Alexandra Schools understand that every child has the right to an education (as in accordance in with UNCRC article 28). The teaching of History will fulfil the children's rights.

Aims

Our curriculum is designed to:

- Develop a sense of chronology and understanding how the past relates to the present.
- Foster an appreciation of changes over time, how events build on each other and causes and effects of significant events.
- Use questions to elicit children's thoughts and feelings and, where appropriate, use these ideas to lead learning.
- Enable pupils to work both independently and co-operatively to research events from the past and to develop informed opinions.
- Develop the skills of enquiry, investigation, analysis, interpretation and problem solving.
- Encourage a rich use of language and communication skills.
- Inspire a lifelong love of learning, making links across the curriculum, with relation to themselves, their families, their local communities and the wider world, as appropriate to age, ability and aptitude.
- Retrieve and interleave knowledge and skills to build mastery over time.

For a complete overview of the aims for Key Stage 1 and 2 please refer to the National Curriculum document.

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/239035/PRI_MARY_national_curriculum_-_History.pdf

Teaching and Learning: Curriculum and Organisation

Foundation Stage

In the foundation curriculum, children access an area of learning entitled 'Understanding of the World'. This forms the foundation for later work in history. The specific Early Learning

Goal is ELG 13 – Past and present, this goal enables children to explore similarities and differences between things now and in the past.

By the end of the foundation stage, most children will:

- be able to talk about past and present events
 - for example – ‘For Christmas/Eid/birthday I...’, ‘We went of a trip to...’, ‘Today we... Yesterday we...’
- develop a sense of past and its differences from the present
 - for example – ‘When I was a baby... When I was in Nursery I could... Now I’m in Reception I can’ and links made through traditional tales, for example the three pigs using a pot to cook on an open fire.
- Know that some things are different now than in the past within their experience such as how technology has changed.

Key Stage 1 Curriculum

In Key Stage One, History is taught through topics with key concepts that build on prior learning, make links to children’s lives and across the curriculum.

Concepts covered:

- Chronology
- Similarity and change
- Evidence
- Significance/ legacy
- Democracy
- Perspective
- Interpretation

Further topic details can be found in the Skills Overview document.

Key Stage 2 Curriculum

In Key Stage 2, History is taught through units, with at least one/two history unit covered in a year. Throughout the year, there will be an overlap with Geography. Throughout the four years at Alexandra Junior School, children will 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.

Concepts are developed further in key Stage 2, deepening further the children’s understanding.

- Chronological knowledge and understanding
- Historical terms
- Historical enquiry
- Interpreting ideas
- Continuity and change

- Similarity and difference
- Cause and consequence
- Significant events and people

For further details of a KS2 approach please see the Curriculum and Pedagogy document.

Planning

We have designed our History curriculum to engage, inspire and meet the needs of our pupils in accordance with the guidance given by the National Curriculum. We ensure that the units studied in History build upon concepts, skills and subject knowledge of prior learning. The children access a range of visits, visitors and wow events to launch or apply learning in different contexts. We offer opportunities for children of all abilities to develop their skills and knowledge in each unit, and we ensure that the planned progression built into the scheme of work offers the children an increasing challenge as they move throughout the key stages. We use questions and challenges to enable our more able pupils to develop their understanding and critical thinking to extend their understanding of the impact of historical events on the world.

A Medium term overview is prepared for each unit covered and outlines the key skills to be covered, an overview of the activities planned for and details of key vocabulary to be explicitly taught. This may also include cross-curricular links, visits to places of interest and visitors into the school. The plans are a working document and as such can alter at any time during teaching and are reviewed and updated regularly.

Learning Recovery (KS2)

In light of missed learning due to COVID 19, recovery provision has been planned for and is detailed in specific year group catch up plans. These have been formulated through collaboration of SLT, subject leaders, teachers and across the Key Stage with the feeder Infant School. These plans will be reviewed, modified and RAG rated regularly to inform future teaching & learning. For further detail please see each year group's separate plans.

Assessment

Assessment tasks form part of the planning sheet and this is then carried out in a variety of ways:

1) **Informal assessment**

Listening to the children is an important way of assessing what they really understand and may identify misconceptions to aid future planning.

This form of assessment can take place:

- i) Between teacher and child in private conversation
- ii) Between children in a group
- iii) Between teacher and class

2) Formal assessment

This takes place when a teacher decides to give children a task in which the teacher will mark the work and comments given where necessary.

Assessment at Alexandra Junior School

Formative assessment

Assessment is an integral part of every subject. The children are continuously assessed before, during and after the lessons. After each lesson, the children will be assessed using an 'I can' statement. This will be shown on the appropriate page in the floor book. The children will be RAG rated on how they have achieved the particular knowledge or skill they have been working on. Green will show that the child has achieved ARE within that lesson. If the name is not coloured, then that means that they are not working at ARE. The word 'absent' will be put next to the name if the child was away during the lesson. This assessment will inform a teacher's judgement as to whether they are age related at the end of the unit. Any of the 5Es that are relevant to the lesson will be noted next to the learning objective on the 'I can' statement.

Summative assessment

At the end of a unit, the teacher will fill in an assessment grid which will assess the children based on the outcomes from the entire unit. Retention of knowledge is supported through a range of mini quizzes revisited regularly.

Inclusion

The starting points for educating all pupils are the same: an acceptance of diversity, pupils' rights, and the knowledge that all pupils can learn if they receive good teaching. All pupils have a right to effective teaching and full participation in the community of a school as set out in international agreements (the UN Convention on the Rights of the Child, 1989) and education law in England (the Equality Act, 2010 and the Children and Families Act, 2014).

At Alexandra Infants' and Junior School it is our belief that all children have an equal right to a broad and balanced curriculum, which enables them to meet their full potential. Through our teaching we provide learning opportunities that are ambitious for all and enable all pupils to make good progress.

Teachers set high expectations for all pupils in History. They will use appropriate assessment to set ambitious targets and plan challenging work for all groups, including:

- More able pupils
- Pupils with low prior attainment
- Pupils from disadvantaged backgrounds
- Pupils with special educational needs (SEN)

- Pupils with English as an additional language (EAL)

(For further details, see separate policies)

Teachers will plan lessons so pupils with SEN and/or disabilities can study History, and ensure that barriers to learning are reduced through adaptations as part of high-quality teaching. Teachers will also take account of the needs of pupils whose first language is not English. Lessons will be planned so that teaching opportunities help pupils to develop their English, and to support pupils to take part in History.

Further information can be found in our statement of equality information and objectives, and in our SEN policy and information report.

As a school we strive to ensure that all children, staff and members of our school community are treated fairly and equally. All children have equal rights to access all areas of the curriculum, regardless of race, gender, religious beliefs, sexual orientation and disability. Within this subject area, the Senior Leadership Team (SLT) and all staff endeavour to provide the appropriate provision for this to occur. This policy follows the guidelines and practices that are stated and outlined in Alexandra Infants' and Junior Schools Equality Scheme. Please see this policy for further detail.'

Evaluation

This policy document will be reviewed annually.

Reviewed: September 2024