



KING'S NORTHWAY
PRIMARY ACADEMY

SCHOOLS OF CHARACTER
MAKING GREAT LEADERS

History Policy



GREAT SCHOOLS
TRUST

Document Control

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King's Northway Primary Academy

History Policy

Introduction:

King's Northway Primary Academy is a strong and distinctive community, where we value each other as part of the family. We show this through our planning, our teaching, our relationships and respect for each other as individual learners. We are all learners – no matter our age or time within this or another School.

Learning potential is realised most when parents and teachers work in partnership. We believe in our children and we want our children to believe in themselves – they will then 'believe and achieve'. We set ourselves the high standard of: All learners, All achieving, All the time. Our Policy for Teaching and Learning is underpinned by this ethos.

The King's Northway Curriculum has a golden thread that links a rich tapestry of knowledge, interwoven with key skills and allows children to engage with, connect with and understand their locality and rich cultural offer and take their places as global citizens in the twenty first century.

The King's Northway Values for Victory exemplifies an ethos that builds community and provides the expectations for excellent attitude and learning behaviour. The curriculum is planned to allow children to explore, evaluate and improve. Children know the high expectations and are encouraged to strive for success in all that they do. Children are nurtured so they can engage with their learning without barriers and reach their own potential. King's Northway understands that aspiration is good but aspiration for all: all learners, all valued, all achieving...all the time.

Our Curriculum is a progressive programme of study, where children are exposed to knowledge and skills year on year. Children should see the 'big picture' as they progress through school and see building blocks coming into place. They will be immersed in a rich vocabulary and text-base to inspire a love of learning and given the opportunity to share their knowledge. Children can exemplify their prior knowledge and staff teach from this starting point, knowing the expectation for their specific year group. Low state quizzing for pre-assessments endeavour the development of sticky knowledge and post-assessment give children the satisfaction of achievement. Each subject area is taught discretely but has clear cross-curricular links and crossover of skills. We give core subjects and basic skills a strong emphasis but passionately believe in a wide, broad, rich curriculum, where children have deeper learning experiences and develop a life-long love of learning...developing dynamic and industrious citizens for Liverpool and the world who can make a positive contribution.

Excellence, enjoyment, enrichment, progression and relevance are all key principles of our King's Northway Curriculum from Nursery to Year 6.



1. Statement of consideration of equalities in all policies and procedures

The ethos of King's Northway Primary Academy is to meet our duty under all the relevant Equality legislation to ensure that individuals, irrespective of their race, national or ethnic origin, disability, age, gender, religion or belief or sexual orientation can have equal access and educational opportunities that the school provides.

2. Intent

At King's Northway, our aim is to stimulate the children's interest and understanding about the life of people who lived in the past. We teach children a sense of chronology, to understand that that history is not intermittent, but in fact continuous with certain periods of time existing concurrently. We provide children with the knowledge and confidence to demonstrate their understanding of how History overlaps in time, to show accuracy of facts, and can make connections between topics and personal experiences in the wider world. It is important to ensure children value their own and other people's cultures in modern multicultural Britain and, by considering how people lived in the past, they are better able to make their own life choices today.

We teach children to understand how events in the past have influenced our lives today; we also teach them to investigate these past events and by so doing, to develop their skills of enquiry, analysis, interpretation and problem-solving.

Pupils of King's Northway Primary Academy will be introduced to a golden thread of 'rule throughout time'. Throughout their learning journey, children will explore different rules of law and power throughout time, and how that may differ between civilisations, comparing to how rule exists today and linking the concept of rule to other aspects of life, such as how it exists in their school community and local/geographical area.

Objectives

- To foster in children an interest in the past and develop an understanding that enables them to enjoy studying historical evidence, encouraging them to ask questions about the past.
- To develop a clear understanding of events over time and in a chronological structure.
- To explore the thread of 'rule throughout time', progressing during their learning journey through year groups.
- To learn about the roles that significant individuals have played in shaping modern society.
- To develop the ability to communicate historical knowledge and understanding using a variety of techniques

- To encourage children to understand and respect other people, their beliefs, thoughts, values and experiences throughout history.
- To develop an understanding of society and their place within it, so that they acquire a sense of their cultural heritage and its impact upon British Values.

3. Implementation

Scheme of Work

History, as part of the Northway Curriculum intends to build upon previous success to enhance and strengthen pupils' knowledge in the following areas;

- Chronological Knowledge and Understanding
- Historical Enquiry
- Interpretation (using Sources and Evidence)
- Communication using Historical Terms

History in EYFS is taught within 'Understanding of the World'- a prime area of learning and development from the Development Matters framework and early years curriculum. The children are supported in developing the knowledge, skills and understanding that helps them to make sense of the world. Our Nursery and Reception children will begin to make sense of their own life-story and family's history, use visual timetables, days of the week and months of the year to talk about 'now and next' type events, to foster an understanding of 'past and present' to initiate the concept of chronology.

Safety considerations

Where resources and artifacts are used during lessons, steps are taken and reviewed to allow for enriching opportunities to take place and to ensure that such resources are used appropriately, safely and in a manner that promotes longevity.

Strategies

Teachers will plan engaging, cross curricular lessons which develop the children's historical and critical thinking, stimulating their interest in the past. The activities and work produced will be evidenced within individual topic books, class floor books and topic working walls. Evidence will also be documented on the school website, Seesaw and Twitter pages. The history curriculum will contribute significantly to the teaching of literacy and mathematics by actively promoting the skills of reading, writing, speaking and listening, critical thinking, reasoning and problem solving. The history curriculum is enriched through theme days, both whole school and class or key stage specific. These theme days will involve activities that our planned effectively to immerse the children within their topic. Topics can be viewed in Appendix 1 below.

Through their understanding of the past, children will be helped to develop an understanding of their identity and the British Values which underpin it.

Children will learn about development of democracy, our government, the Monarchy, citizenship, and the Law. They will learn about rights and responsibilities, moral, social and environmental issues.

Resources (including iPad)

Children use computing in history to enhance their skills in data handling and in presenting work; they also research information using both laptops and iPads where appropriate.

Learners who need more

Teachers differentiate lessons according to the needs of their class along with implementing further opportunities to go over previous topics via cross-curricular education.

Knowledge Organisers

At King's Northway, pupils have access to Knowledge Organisers to use to gather, retain and to refer to upon their learning journey. Knowledge Organisers for History will consist of a bank of vocabulary and terminology, historical artefacts, key dates, places and people. In doing so, pupils have the opportunity to build on prior knowledge, and expand their learning knowledge and understanding of objectives taught.

Educational Visits / Fieldtrips

As often as possible, teachers will use first-hand experience, visits, visitors, artefacts and the local and wider environment to engage children's interest and imagination.

4. Impact

History will be an enriching and stimulating part of the curriculum. It will be used to promote excellence and enjoyment, displaying a strong presence in the ethos of the school. The wide range of opportunities for children of all abilities will develop their skills and knowledge in across the subject, and ensure they are increasingly challenged as they move up through the school. We measure the impact of our curriculum using Balance. Our formative assessment tool is used to record pupils' understanding of an objective and helps to plan for opportunities to learn more and remember more. In each year group, assessment takes place in the form of; entry and exit tickets (pre and post assessing) at the beginning of lessons, and beginning and end of each topic, low stakes quizzes and cross-curricular links to allow for further learning and assessment.

5. Progression within the subject

To ensure pupils progression within the subject, key skills and knowledge for History have been mapped out using the Development Matters Framework (EYFS) and National Curriculum. Our 'King's Northway Curriculum' has been designed to cater for a progressive, knowledge-based curriculum for pupils to delve deeper and broader into key questions. This ensures that children can revisit and build upon previous knowledge and learning as they move up through year groups, whilst taking in new information and using questioning to gain a deeper insight.

6. Monitoring and Review

Subject leaders at King's Northway Primary Academy are responsible for monitoring the way in which their subject area is implemented across the school. The subject leader monitors the subjects through:

- Provide a lead and direction for the subject in consultation with colleagues, written policies and guidance.
- Ensure efficient resource management for their subject.
- Monitor and assist in the evaluation of the delivery of their subject area across the school.
- Monitor pupil progress within their subject area, including pupil interviews (Golden Conversations), book looks, learning walks, deep dives and data analysis using Balance.

Role of the subject lead

It is the role of each subject coordinator to keep up to date with developments in their subject, at both national and local level. They review the way the subject is taught in the school and develop yearly action plans to ensure targets are being met and progress is made. The subject leader reviews the curriculum plans for their subject, ensures that there is full coverage of the National Curriculum and that progression is planned into schemes of work.

6. Role of the pupil / parent and Subject Lead

Pupils are expected to engage in their History lessons with enthusiasm. They will participate in a wide range of activities through their History lessons, such as looking at artefacts, using sources to gather more information, and asking questions. Parents are able to see any work that is uploaded to Seesaw or any activities set by the class teacher. The History lead has an overview and is responsible for assisting staff in effective teaching as well as monitoring and updating of the school curriculum.

Appendix 1.1

	Unit 1	Unit 2	Unit 3
Year 1	Toys	King Charles III	Transport over Time (Land)
Year 2	Great Fire of London	Queen Elizabeth II/1950s	Nelson Mandela and Rosa Parks
KS2	British History	Local History	World History
Year 3	Changes in Britain from the Stone Age to Iron Age	Transport over time (Air and Sea)	Ancient Civilisations: Ancient Egypt
Year 4	The Roman Empire and its impact on Britain	World War 1	Ancient Civilisations: Ancient Greece
Year 5	Britain Settlement by Anglo Saxons and Scots	World War 2	Non-European Society Mayans
Year 6	The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor	How would you rule? 	

