



Sleights Church of England
(Voluntary Controlled) Primary School

History Policy

January 2024

*This policy was reviewed in January 2024, based on findings from the school's work and developments relating to history provision.

Working together to be happy; to flourish; to succeed
through our Christian values
perseverance, respect and trust.

History at Sleights

“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, 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.”

The National Curriculum for History in Key Stage One and Two, 2014

The teaching of history at Sleights is underpinned by the ongoing development and acquisition of knowledge and skills. This development and acquisition occurs as a result of our own school’s curriculum sequence and progression, which maps out the core knowledge and skills children need to be highly effective historians.

About this policy

This policy intends to outline the policy and procedure for teaching and learning in History at Sleights Church of England (Voluntary Controlled) Primary School.

In our Church school, our vision is to “work together to be happy; to flourish; to succeed”. This policy intends to outline how our whole school community lives this out in relation to curriculum planning and learning in history. Our Christian Values are firmly rooted in this policy.

Christian Value	How is this value lived out in our history policy?
Perseverance	<i>I can do all things through Christ who strengthens me</i> (Philippians 4:13) At Sleights we believe that one of the most important factors in successful child centred learning is perseverance. For children to be competent historians, they must recognise that gaining a secure understanding of periods of time, or historical concepts takes time. In addition, children should be taught to recognise that an initial historical enquiry or idea may not be simple to investigate, or provides multiple options for exploration. The history curriculum provides opportunities for enquiry and investigation, which encourage children to develop skills of questioning, thinking and enquiry.
Respect	<i>So in everything, do to others what you would have them do to you</i> (Matthew 7:12) Learning about the past requires respect for others, their beliefs and sources of information. We recognise that events and individuals from the past can prompt a range of responses from individuals. We also recognise that appreciation and understanding of these responses is a vital aspect of historical understanding. Respecting and appreciating information is a key historical skill.
Trust	<i>My God is my strength in whom I trust</i> (Psalm 18:2) Our children are encouraged to trust one another, work as a team with their peers, class and school family. In history, it is important to support children in questioning and challenging validity and suitability of sources of information. Recognising sources, but not simply accepting them, is a key skill developed through history teaching at Sleights.

History at Sleights

History at Sleights involves:

Dedicated curriculum time focused on the teaching of history across the full school.

Sequenced learning experiences, which build on prior knowledge and understanding.

Developing a secure knowledge and understanding of the past and chronology (substantive knowledge)

Acquisition of skills and knowledge about how historians investigate the past (disciplinary knowledge)

Intent of our History curriculum

The children at Sleights will be provided with a History curriculum offer designed to:

- identify crucial learning, which is placed in context and connected to other knowledge.
- gain a secure understanding of local, national and international history.
- build on and develop historical knowledge and skills in a well sequenced and structured progression across their time at Sleights.
- support children's acquisition and progressive understanding of substantive and disciplinary knowledge.
- gain an understanding of a wide range of key events and people from the past.
- use a wide range of methods of historical enquiry, including the use of evidence and interpretation.
- support children to gain an understanding of historical perspectives and varying contexts.
- enable children to understand a range of historical concepts and vocabulary which can be used widely across the planned curriculum and beyond.

Implementation of our History curriculum

History is implemented at Sleights through:

- timetabled, high-quality lessons, which enable children with the time and opportunities to develop their historical understanding and skills over time.
- the use of a progressive long term plan, which is organised chronologically, so that children can build an increasing knowledge base of the past and make comparisons between individuals and events from history.
- identified opportunities for developing explicit historical knowledge and skills.
- explicit and ongoing opportunities for low stakes assessment, to identify that children know more and remember more.

Learning in history is recorded in a variety of ways. Children enjoy a range of practical activities to support their understanding of historical periods of time and concepts. Children's work for history is recorded in their individual learning journeys, which illustrates their time across Sleights.

To support our implementation, each term, children enjoy an enrichment workshop, focused on the learning from the curriculum. Children take part in a drama performance each term, which supports them in demonstrating their knowledge in a range of ways.

Implementation: Breadth and Depth of the History curriculum

Our school history curriculum provides a broad range of opportunities to learn about a wide range of historical periods, individuals and events. The curriculum is organised so that time is used effectively to enable a deep understanding of these periods, individuals and events, so that children remember taught content.

In achieving breadth and depth, the curriculum recognises that identified substantive and disciplinary learning are carefully integrated, strengthening each other, rather than being taught in isolation.

Implementation: The content of the History Curriculum at Sleights

History at Sleights focuses on the acquisition of new knowledge and building on prior learning relating to:

- knowledge about the past (described as **substantive and chronological knowledge**).
- knowledge about how historians investigate the past, and how they construct historical claims, arguments and accounts (described as **disciplinary knowledge**).

Further information about teaching and learning relating to substantive and disciplinary knowledge can be found in this policy.

Implementation: Substantive and Chronological Knowledge

In addition to mapping out the topics and historical periods to be taught at Sleights, our school's long term plans and knowledge organisers also identify the **substantive and chronological knowledge** (sometimes referred to as 'sticky learning') taught across school from Key Stage One to the end of Key Stage Two. This knowledge and content is organised and sequenced, so that children gain new knowledge and build on prior learning over time.

Plans, including knowledge organisers, support children in building a mental timeline of chronology. Units are planned in time order, so that children build up an increasing picture and understanding of history, including how life has changed, key figures, events and achievements. Each period of time (unit) is designed to be taught across a full term.

Key aspects of our knowledge organisers

All knowledge organisers identify:

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Lower Key Stage Two: From the Stone Age to the Iron Age

What should I already know?

- I can identify key prehistoric events, tools, weapons, and artefacts.
- I know the difference between the Stone Age, Bronze Age, and Iron Age.
- I know the difference between a hunter-gatherer and a farmer.
- I know the difference between a nomadic and a sedentary lifestyle.

Lower Key Stage Two: From the Stone Age to the Iron Age

What should I already know?

- I know the difference between the Stone Age, Bronze Age, and Iron Age.
- I know the difference between a hunter-gatherer and a farmer.
- I know the difference between a nomadic and a sedentary lifestyle.

Historical Skills

- I can identify key prehistoric events, tools, weapons, and artefacts.
- I know the difference between the Stone Age, Bronze Age, and Iron Age.
- I know the difference between a hunter-gatherer and a farmer.
- I know the difference between a nomadic and a sedentary lifestyle.

Key Events - What happened?

- I know the difference between the Stone Age, Bronze Age, and Iron Age.
- I know the difference between a hunter-gatherer and a farmer.
- I know the difference between a nomadic and a sedentary lifestyle.

Ten to Take Away

- I know the difference between the Stone Age, Bronze Age, and Iron Age.
- I know the difference between a hunter-gatherer and a farmer.
- I know the difference between a nomadic and a sedentary lifestyle.

The Birth of the Roman Age

- I know the difference between the Stone Age, Bronze Age, and Iron Age.
- I know the difference between a hunter-gatherer and a farmer.
- I know the difference between a nomadic and a sedentary lifestyle.

- the 'ten to take away'. These are the identified pieces of core substantive and chronological knowledge that has been identified. The children make links across the ten pieces of connected information, building

on and developing knowledge over the full unit of work. These links identify historical concepts, including invasion, trade, monarchy and empires (referred to as 'abstract terms' in the National Curriculum).

- opportunities for historical enquiry, through ten to take away, where questions are posed and children are supported to develop a full understanding and response.

We explicitly seek to teach children enquiry skills. With this in mind, lesson focuses are investigative questions. This supports teachers and children to focus on exploring and investigating evidence, opinion and sources in order to reach an appropriate historical response and understanding.

Implementation: Golden Threads

Overarching our curriculum delivery and implementation are our core golden threads. These are key themes and ideas which underpin the curriculum delivery across periods of time and units of work.

At Sleights, we have identified our golden threads to include:

Community and culture	Power and empire	Technological advancement	Conflict	Crime and punishment	Exploration
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Throughout their time studying the history curriculum at Sleights, children will meet and revisit these golden threads regularly, building on their understanding at each stage.

Implementation: Disciplinary Knowledge

At Sleights, children develop **disciplinary knowledge** through skill progression plans, which carefully set out how children will develop the ability to investigate and question historical claims and ideas.

Disciplinary concepts across our curriculum also include opportunities for enquiry to develop understanding in:

- **cause and consequence** – developed through questioning and exploration of how key events or periods began, or the subsequent actions. For example, How did the invasions and battles between Upper and Lower Egypt impact on the creation of Egypt?
- **change and continuity** -explored through the comparison of periods of time or events to identify how societies or practices have changed or continued and the impact this has/had. For example, How much change did the Victorian era bring to life in Britain?
- **similarity and difference** – children explore the same time periods or ideas with different variables, for example the experiences of two different families in the same historical period.
- **historical significance** – includes the exploration of how an event, or individual, played a major role in the period being studied or subsequent periods. For example, How did the refusal of Henry VIII's request to divorce Catherine of Aragon impact on the Church?
- **sources and evidence** – children are supported to recognise the challenges of identifying and using sources from beyond living memory and how this impacts on the work of historians. For example, Why is it hard for historians to reconstruct the lives of people in the Benin civilisation?
- **historical interpretations** – developed through explicit teaching and representation of a variety of different interpretations of history.

In addition to concepts identified above, children develop a range of historical skills over their time at Sleights. These are transferable skills that can be utilised across a range of historical activities or time periods. Similarly to disciplinary knowledge, these skills are taught alongside, in context, to substantive knowledge, to build

meaning, relevance and understanding. These skills are revisited, built on and used to establish and develop links. Historical skills at Sleights are:

- **chronology** – to gain an understanding about changes over time and how history can be organised into different periods
- **interpreting and investigating** – focused on developing skills relating to the analysis of sources and investigation of these
- **historical enquiry** – supporting children to examine and investigate ideas and assertions
- **knowledge and understanding** – implementation of the acquired substantive and chronological knowledge and understanding across the full history curriculum

Implementation in Early Years

At Sleights, the teaching of history begins in the Early Years, where children explore the concepts of past and present. Using the expectations for historians set out in the Early Learning Goals, carefully identified curriculum intent for our Early Years' children recognises the incremental steps in knowledge and skill acquisition that is expected across our Pre-School and Reception classes. This ensures that, before children embark on their Key Stage One journey, they have already acquired a secure understanding of what is meant by the past and present. This is achieved through ongoing access and carefully planned opportunities across the Early Years curriculum.

Topic title, taught across Early Years	Early Learning Goal		
	talk about the lives of people around them and their roles in society	know some similarities and differences between things in the past and now drawing on their experiences and what they has been read in class	understand the past through settings, characters and events encountered in books read in the class and story telling
Who is in my family? – Includes identifying key family members and changes in their lifetime. This includes a wider focus on roles in society around the village (Church, bakers, doctor)	X	X	X
How things have changed? – Exploration of artefacts used today and in the past in order to draw similarities and differences	X	X	X
The past in our town – A focus on how our location is impacted by history	X	X	X

Implementation in Key Stage One

Building on the conceptual understanding of past and present, gained in Early Years, children across Key Stage One develop an increasing knowledge of:

- 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 our own locality.

This knowledge is gained and developed across six units of work, taught across Year One and Year Two on a two year cycle, as planned below:

Topic title, taught across Key Stage One	Key Stage One Curriculum (from the National Curriculum)			
	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 our own locality
All About Me - How family life, including school, has changed over time.	X	X	X	
Inspired by invention - A study of key inventions and inventors.		X	X	X
Digs, Dinosaurs and Discoveries - An explanation of pre-history and the age of the dinosaurs.		X	X	X
Then and Now - How Whitby changed over time.	X	X	X	X
Kings and Queens - A study of key monarchs and their impact	X	X	X	
Explorers and their Journeys - An exploration of the discoveries and discoverers from the past.	X	X	X	X

Implementation in Key Stage Two

Building on children’s acquired knowledge of the past, present and now individuals and events from living memory and beyond, in Key Stage Two at Sleights, children begin to place periods of time into a full chronology.

In their first unit in Year 3, children learn about changes in Britain from the Stone Age to the Iron Age. From this point, children work through Key Stage Two, studying periods of time chronologically from national and international history. This provides children with an opportunity to make comparisons and question key events and individuals from an increasingly wide range of periods in time.

The curriculum is planned on a two year cycle, providing the adequate time and opportunity to support children to develop their historical understanding and knowledge. This knowledge is gained and developed across twelve units of work, taught across Key Stage Two, as planned:

The Key Stage Two Curriculum (from the National Curriculum)									
Topic title, taught across Key Stage Two	changes in Britain from the Stone Age to the Iron Age	the Roman Empire and its impact on Britain	Britain's settlement by Anglo-Saxons and Scots	the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor	a local history study	a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066	the achievements of the earliest civilizations	Ancient Greece – a study of Greek life and achievements and their influence on the western world	a non-European society that provides contrasts with British history –
Changes in Britain from the Stone Age to the Iron Age	X								
Ancient Egypt							X		
What was local life like in the past?					X				
Ancient Greece								X	
The Roman Empire and its impact on Britain		X							
Britain's settlement by Anglo-Saxons and Scots / The Viking and Anglo-Saxon struggle for the Kingdom of England			X	X					
The Tudors						X			
The Victorians						X			
The Impact of World War						X			
Black History						X			
Crime and Punishment – From past to present						X			
Ancient Mayan civilisation									X

Implementation: The use of reading texts

High quality texts are used to support curriculum delivery. Alongside carefully planned progression of knowledge and content, a book spine reading list has also been curated for the Sleights' history curriculum. This includes a range of texts used across the Early Years Foundation Stage to instil and support a secure understanding of past and present. In addition, across school, each identified planning unit, identified on the long term plan, has an identified book list which is used to support the teaching and learning of this time period, or idea.

Implementation: Supporting pupils, including pupils with special educational needs and/or disability

Ensuring access to the curriculum for all children, regardless of background, special educational need and/or disability is an essential aspect of teaching and learning at Sleights. Our approach to the curriculum for children with special educational need(s) and/or disabilities aims to ensure that children with differences are able to learn about a subject, remain focused, manage and complete tasks with a sense of achievement, whilst also being challenged.

This will be supported and achieved through a range of ways, including:

- Additional repetition of learning to support embedding the knowledge (to help the children to remember the knowledge). Repetition to take the form of retrieval tasks and learning the same information in different ways over several lessons.
- A wider range of practical activities in the curriculum to support children's individual needs, including a range of recording methods.
- Reading differentiated to support lower-level readers.
- A range of practical resources and support tools to enable access to the curriculum.

Impact: how do we ensure that children are making progress and learning?

Assessment for learning is fundamental to raising standards and enabling children to reach their potential. Assessment in history takes place during and after each taught session, using a range of strategies such as marking and feedback, verbal discussions with children and response time.

In addition, children complete regular 'low stakes' assessments, to provide an ongoing overview of the impact of history teaching. At the beginning of each new topic of work, children complete a short assessment to identify prior substantive knowledge. This information is used to inform teaching and learning activities during the unit.

At the end and throughout the taught unit, the questions are revisited in order to provide children with a variety of retrieval opportunities. These opportunities are used as assessments for the impact of teaching and how effectively children have remembered taught substantive knowledge.

In addition to identifying the impact of teaching and learning of substantive knowledge, assessment of children's disciplinary skills is also made. These transferable skills are taught alongside substantive knowledge and assessed formally each term (assessments recorded on the half term). Teachers make informed assessment decisions based on activities and learning. These assessment decisions identify whether a child is demonstrating that they are meeting the expected standard, working towards it or exceeding it.

Name: _____
Start of unit date: _____ End of unit date: _____

From the Stone Age to the Iron Age



1. Using the numbers 1 – 3, put these in order which they happened.	Start	End
Mesolithic		
Palaeolithic		
Neolithic		

An example of a retrieval assessment, demonstrating knowledge at the start and end of a unit. Assessments typically contain ten questions. Across school, expectations of how these are answered increase, moving from tick or ordering responses to short written explanations.